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# COMMON READERS



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*Long, Petter, Esdaile, and Haldenell, Manchester; and H. Palmer, Bolton, 1880.*



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The special features of this Reader are—

1. The language and subject of each lesson are thoroughly adapted to the capacities of the children in Standard IV.
2. At the head of each lesson necessary words are explained, such explanation being applicable to their exact use in the lesson.
3. Each paragraph is numbered.
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5. Questions on the subject-matter of each lesson are given as models for young teachers. These questions are framed so as not to admit a single "yes" or "no" for an answer.
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10. Very careful attention has been given to paper and binding.





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# FOURTH PARAGON READER.

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## LESSON I.

### THE MIGRATION OF BIRDS.

**mi-gra'-tion**, change of residence

**an'-nu-al-ly**, yearly

**ebb and flow**, going out and coming in

**re-tard'**, stop

**im-mense'**, very large

**de-prive'**, take from them

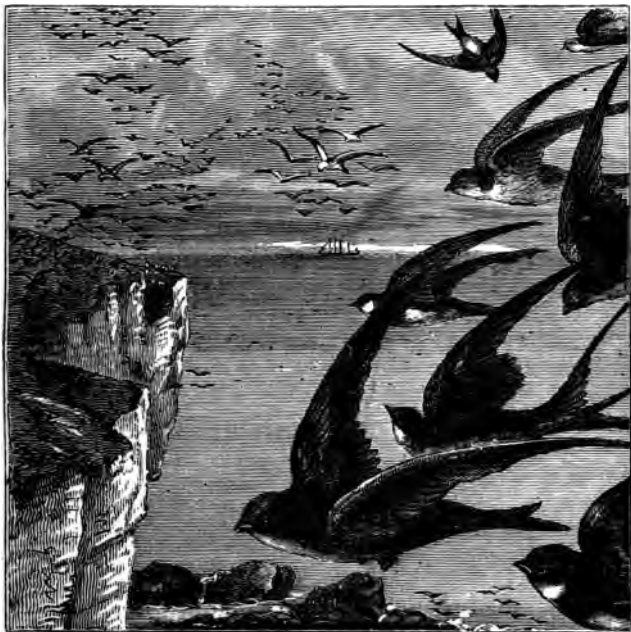
1. The migration of birds is a subject of much interest, and, although but little noticed by the ordinary observer, it affords to the lover of nature a vast field for thought.

2. Migration takes place on a very large scale. Millions of birds annually visit and leave this country. The migration takes place northwards and southwards, so that there is a regular ebb and flow of spring and winter visitors.

3. The spring visitors gradually return, as the season advances, from the warm regions of the south, where they have enjoyed food and sunshine during the rigours of our winter months. The winter visitors come from the ice-bound regions of the north. During the summer months, they have found an abundance of food in the woods and lakes, but when early winter begins to bind up the waters, and snow to cover the ground, they fly

southward to our milder shores, where they find food and a warmer clime.

4. The visits of these birds, those from the north as well as those from the south, depend greatly upon the state of the weather, which appears to



hasten or retard their flight. The same varieties of birds do not all come in one vast drove, but gradually; at first a few, and then, as the season gets warmer, in larger numbers. Sometimes the *great* body are kept back by bad weather after a *few have been seen*; "One swallow does not make

a summer," is a proverb which implies that we must not consider summer come, because a swallow has been seen.

5. Some birds return not only to the same country, but to the very same spot they left the year before, a fact that has been proved several times by catching and marking one of the birds.

6. Many birds perform their migrations during the night; some travel only by day, and others during both day and night. The birds that travel only by night are the owl, blackbird, wild duck, and several other aquatic birds. Those that travel by day are the woodpecker, chaffinch, goldfinch, lark, and swallow. Those that travel both by day and night are the heron, wagtail, martin, stork, crane, plover, and wild goose.

7. Some birds take a short time to perform the long journey, with but few intervals of rest, others take some weeks, and alight every few hours for rest and food.

8. Of all migratory birds, the cranes may perhaps be considered the most remarkable. They go in one vast drove, and occupy several days in making preparations for their departure. They utter peculiar cries some days before, and all is then bustle and activity. They choose a leader, whose commands they obey. The flock takes the shape of an immense letter V, and when the leader gets tired he goes to the rear, and the next one flies up in his place.

9. In order that birds may fly with ease, they must go against the wind, and often in the south of Europe great flocks are seen near the sea-shore, waiting for a change of wind before they cross the Mediterranean sea into Africa.

10. The first spring visitors to our shores are the willow wren and the stone curlew; these are followed by the nightingale, blackcap, swallow, martin, redstart, lark, and wagtail. Soon after, these are followed by the cuckoo, sand-martin, black martin, and land-rail. Lastly come the swift and the goatsucker or fern-owl.

“Ye tell us a tale of the beautiful earth,  
Birds that o’ersweep it in power and mirth;  
Yet, through the wastes of the trackless air,  
Ye have a guide, and shall we despair?  
Ye over desert and deep have pass’d—  
So shall we reach our bright home at last.”

Pronounce and Spell—

re'-gions	prov'-erb	in'-ter-est	grad'-u-al-ly
de-prive'	per-form'	reg'-u-lar	re-mark'-a-ble
de-pends'	com-mence'	vis'-i-tor	fol'-low-ed

QUESTIONS.—What do you mean by the migration of birds? To what parts of the world does this migration take place? Where do the spring visitors come from? Where do the winter visitors come from? Why do our spring visitors go away during the winter months? Why do our winter birds visit us during the winter months? Name some birds that migrate southwards. Name some that migrate northwards. Name some birds that only travel by day and some by night. Name some that travel by day and night. What way can birds best fly? What birds come first, what second, and what last?



## LESSON II.

## BIRDS.

**cleav'-ing**, dividing  
**stark**, bare  
**tan'-gled**, interwoven

**brake**, the wood  
**ed'-dies**, turns round  
**ram'-ble**, a walk

Birds—birds! ye are beautiful things,  
With your earth-treading feet and your cloud-cleaving  
wings ;  
Where shall man wander, and where shall he dwell,  
Beautiful birds, that ye come not as well ?  
Ye have nests on the mountain all ragged and stark,  
Ye have nests in the forest all tangled and dark :  
Ye build and ye brood 'neath the cottagers' eaves,  
And ye sleep on the sod 'mid the bonnie green leaves ;  
Ye hide in the heather, ye lurk in the brake,  
Ye dive in the sweet flags that shadow the lake ;  
Ye skim where the stream parts the orchard-decked land,  
Ye dance where the foam sweeps the desolate strand.  
Beautiful birds ! ye come thickly around,  
When the bud's on the branch, and the snow's on the  
ground ;



Ye come when the richest of roses flush out,  
 And ye come when the yellow leaf eddies about.  
 Beautiful birds ! how the schoolboy remembers  
 The warblers that chorused his holiday tune ;  
 The robin that chirped in the frosty Decembers,  
 The blackbird that whistled through flower-crowned June !  
 The schoolboy remembers his holiday ramble,  
 When he pulled every blossom of palm he could see,  
 When his finger was raised, as he stopped in the bramble,  
 With "hark ! there's the cuckoo ; how close he must be."

*Thomson.*

Pronounce and Spell—

tread'-ing	rag'-ged	cho'-rus-ed	des'-o-late
cleav'-ing	ed'-dies	beau'-ti-ful	hol'-i-day
dwel	cuck'-oo	cot'-ta-gers	re-mem'-bers

### LESSON III.

## HOW LIONS ARE KILLED.—PART I.

<b>a-dopt'-ed</b> , made use of	<b>Sou-dan'</b> , the country south of Egypt
<b>am'-bush</b> , hiding place	<b>Hot'-ten-tots</b> , natives of South Africa
<b>con'-flicts</b> , struggles	<b>Al-ge'-ri-a</b> , a country in North Africa
<b>es-ti-ma'-tion</b> , esteem	<b>van'-ish-es</b> , disappears

1. Lions are very destructive to cattle in Africa, and many plans are adopted by the inhabitants to destroy them. The negroes in the Soudan, and the Hottentots in South Africa, dig a deep pit near the place frequented by the lions. This pit is hidden by a roofing of branches, covered with turf, which gives way on the slightest pressure.

2. On this deceitful piece of ground they put *some kind of bait* ; either a lamb or a newly-killed

ox or horse. The lion as he comes up, sees the bait, and springs upon it. The covering gives way, and thus he falls into the trap. His enemies now



come up and shoot or spear him to death, or they keep him a prisoner for some time, and kill him at their leisure.

3. Another mode of killing the lion is to shoot him from a cave, which they have dug in the side of a hill, and in front of which they have placed stout pieces of wood, so that he is unable to get at them. Near this place, they tie some animal to a tree, and when the lion comes up to kill it, they receive him with a volley of bullets.

4. If not killed by the first discharge, the lion often springs upon the ambush, and as it is too strong for him to enter, he staggers off to his den to die. A favourite plan of the Arabs is for a number of men to conceal themselves in a tree, near which the lion is likely to pass, and to shoot him as he runs under.

5. In South Africa he is mostly destroyed by hunting. A number of horsemen assemble and hunt him with large dogs. The dogs, by their barking, rouse him from his lair, and when he runs out of the wood and rushes across the open plain, the horsemen ride after him, and ply him with their bullets, until he falls dead. The dogs take care to keep out of his reach, as one stroke of his paw is death to them.

6. Another method, which has been adopted with success in Algeria, is for the hunter to go out alone at night and shoot him as he comes forth to seek his prey. One of the most noted of these lion *hunters* was Jules Gérard, a Frenchman, surnamed

the "lion killer," and the following account which he has written of one of his conflicts with a lion will show what a dangerous sport it is.

7. He was invited by an Arab farmer in Algeria, to come and kill a great tawny lion, that had made his den near his farm, and was killing all the cattle in the district. This farmer had already lost nine oxen, forty-five sheep, and several mules. His farm was in the corner of a piece of arable ground, on the slope of a thickly wooded and rugged mountain. It was a lonely spot, but beautifully situated.

8. Before the tent was a garden planted with fruit trees, and a spring which yielded delicious water—natural resources, which all the gold in the world could not, in an Arab's estimation, surpass; indeed, it was the beauty of the place that enabled the farmer to bear up under his heavy losses.

9. Jules Gérard says: "On my arrival at my host's I was greeted with overwhelming thanks. I found the farm surrounded by a hedge six feet high and about four feet thick. The lion, to obtain his supper, jumped over this nearly every night. I passed several evenings watching without seeing the hungry visitor. In the daytime I carefully examined the woods, without success.

10. "'You see,' said the Arab, 'it is sufficient for you to appear, and the enemy vanishes, but as

soon as you go away he will return, and then my last ox, my brother, my wife, and even my little child, will be carried off.'

Pronounce and Spell—

hid'-den	rug'-ged	de-sir'-ous	ra'-di-ant
lei'-sure	re-source'	de-ceive'-ful	ex-claim'-ed
vol'-ley	'sur-pass'	pris'-on-er	re-ceive'-ing

QUESTIONS.—In what parts of the world are lions very destructive to cattle? Describe the pitfall. Name some other plans adopted to kill lions. In what manner are they mostly killed in South Africa? How are lions killed in Algeria? Name a very successful "lion killer."

#### LESSON IV.

### HOW LIONS ARE KILLED.—PART II.

dense, thick	scourge, the lion
de-vour'-ed, eaten	car'-case, the dead body
thun'-der-bolt, a flash of lightning	dis-tin'-guish, tell

1. "One evening, whilst sitting in his garden, the Arab told me that his black bull had not returned with the herd, and that in the morning he would go and search for its remains. The next morning, on waking up, I found my host near me, and his face radiant with joy. 'Come!' he exclaimed, 'I have found it.'

2. "I got up and went out with him. After passing through a dense wood for a quarter of an hour, we came to the remains of the bull. A great part of it had been devoured.

3. "I sent the Arab for a cake and a jar of water, after receiving which, I sat down behind a

tree, about three yards from the carcase. I then took off my turban, in order that I might be the better able to hear the slightest noise. The wood, in the middle of which I found myself, was so dense that it was impossible to see for more than eighteen or twenty feet around me.



4. "At sunset, all the animal life near seemed on the move, so that I was often falsely alarmed, one time by a wolf, another time by a jackal, and at other times by smaller animals. Towards eight o'clock in the evening, however, at the moment when the new moon just lighted up the edges of the black trees overhead, I heard a branch snap.

*B*

5. "This time there was no mistake, as only a very large animal could make such a noise. Shortly after, a hollow roar re-echoed through the forest. Then I could distinguish a slow heavy tread.

6. "With my rifle to my shoulder, elbow on knee, and finger on trigger, I waited the moment when his head would appear. Before I could see him, he reached the bull, which he began to lick with his enormous tongue. I aimed at his forehead and fired. The lion fell roaring, then sprang up on his hind legs, as a horse does when rearing.

7. "I now advanced and fired a second shot at him at close quarters. This made him fall right over, as if struck by a thunderbolt. I now withdrew in order to re-load, which having done, and seeing that the animal still moved, I advanced to him dagger in hand. I raised my hand and struck with the dagger towards his heart. But at the same time he raised his fore foot, and the blade struck it and snapped into two pieces. My presence had roused him up.

8. "He raised his enormous head. I now retired two paces to give him a final shot, when he fell dead. As I was examining the lion I heard a great noise behind me. It was the Arab farmer rushing through the wood in a state of great delight.

9. "'It is I,' he cried, out of breath, 'I was near all the time, and heard everything. The scourge is dead! Here is a happy day!' exclaimed he,

trying to disengage a corner of his cloak from the thorns that held it fast. Then he called with all his might to his brother, his sons, and his wife, as if they could hear him: 'Come to me! Bring the dogs! He is dead! He is dead!'

10. "Then he went to the place where the lion lay, saying, 'Thanks, brother, for what you have done this day. Henceforth, all I have is yours.' 'Look!' said I, 'and see if it is really your friend.' He crouched down in silence near the lion, examined it carefully, and tried to raise its head.

11. "Then, addressing the dead lion, he said, 'All that you have taken from me, all the evil that you have done, is as nothing, for now you have found your master; you are dead, and I can now strike you with my fist.' Suiting the action to the word, he struck the body a heavy blow.

12. "Next day all the men, women, children, and dogs in the neighbourhood wended their way towards the place where the lion lay dead. An attempt was made to remove the carcase to the Arab's farm, but his weight was so great that it was found impossible to do so, and he was obliged to be skinned where he lay."

Pronounce and Spell—

stag'-gers	beau'-ty	as-sem'-ble	dis-tin'-guish
con-ceal'	tur'-ban	de-li'-cious	neigh'-bour-hood
tawn'-y	de-struc'-tive	ar-riv'-al	in-hab'-it-ant
dis'-trict	fre-quent'-ed	suf-fi'-cient	o-ver-whelm'-ing

QUESTION.—Relate all you can of the destruction of the lion that had destroyed the Arab's cattle.





## LESSON V.

## TO WHOM SHALL WE GIVE THANKS?

1. A little boy had sought the Pump,  
From whence the sparkling water burst,  
And drank with eager joy the draught  
That kindly quenched his raging thirst ;  
Then gracefully he touched his cap—  
“I thank you, Mr. Pump,” he said,  
“For this nice drink you’ve given me.”  
(This little boy had been well bred.)

2. Then said the Pump, "My little man,  
You're welcome quite to what I've done ;  
But I am not the one to thank—  
I only help the water run."  
"O, then," the little fellow said  
(Polite he always meant to be),  
"Cold Water, please accept my thanks ;  
You have been very kind to me."
3. "Ah !" said Cold Water, "don't thank me ;  
Far up the hillside lives the Spring  
That sends me forth with generous hand  
To gladden every living thing."  
"I'll thank the Spring, then," said the boy,  
And gracefully he bowed his head.  
"O, don't thank me, my little man,"  
The Spring, with silvery accents, said.
4. "O, don't thank me ; for what am I  
Without the Dew and Summer Rain ?  
Without their aid I ne'er could quench  
Your thirst, my little boy, again."  
"O well, then," said the little boy,  
"I'll gladly thank the Rain and Dew."  
"Pray, don't thank us—without the Sun  
We could not fill one cup for you."
5. "Then, Mr. Sun, ten thousand thanks  
For all that you have done for me."  
"Stop !" said the Sun, with blushing face ;  
"My little fellow, don't thank me :  
'Twas from the Ocean's mighty stores  
I drew the draught I gave to thee."  
"O, Ocean ! thanks, then," said the boy—  
*It echoed back, "Not unto me ;*

6. "Not unto me ; but unto Him  
 Who formed the depths in which I lie ;  
 Go, give thy thanks, my little boy,  
 To Him who will thy wants supply."  
 The boy took off his cap, and said,  
 In tones so gentle and subdued,  
 "O God ! I thank Thee for this gift ;  
 Thou art the Giver of all good."

Pronounce and Spell—

sought	meant	quench'-ed	ac'-cents	grace'-ful-ly
whence	depth	touch'-ed	o'-cean	gen'-er-ous
draught	ea'-ger	wel'-come	sub-du'-ed	ech'-o-ed

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LESSON VI.

THE ROSE.

a-dorn', beautify	gar'-lands, strings of flowers
per'-fume, scent	crest, a sign
va-ri'-e-ties, sorts	civ'-il war, a war amongst the people
fes'-ti-vals, joyous rites	of a country
em'-blem, sign	still, a kind of kettle with a twisted
	spout

1. Of all the flowers that adorn the garden, none exceeds the rose in beauty of form, delicacy of colour, or sweetness of perfume. The different species of this flower are exceedingly numerous, and there are more than a thousand varieties of it.

2. The rose has, in all ages, been a favourite with the poet, and has also formed a part of the decorations at festivals and religious ceremonies. In

almost all languages it is employed as the emblem of grace and beauty, and is used to express modesty and innocence.

3. In Ancient Rome, during public rejoicings, the streets were strewn with roses, and garlands of roses formed the chief ornament of the people on festive occasions.



4. Until about the middle of the seventeenth century, it was the custom in Paris to present roses on certain days in April, May, and June, to the members of Parliament assembled there. This was considered an affair of state, and the highest nobles, and even *princes*, took part in it.

5. Roses have, in all times, been employed at funerals to cover the coffins of young children, and in some places, it is an annual custom for people to visit the tombs of their relatives and decorate them with roses.

6. The rose is also used as a crest in a coat of arms. In the terrible civil war which waged in this country between the Houses of York and Lancaster, the white rose was the badge of the House of York, and the red rose that of Lancaster.

7. The sweet scent of the rose early attracted the attention of mankind, and a decoction of the flower leaves, called rose water, has been long in use. But the most valued product of the rose is the attar or otto of roses. This is a kind of oil which possesses all the delightful odour of the rose. It is chiefly manufactured in India, Persia, and Turkey.

8. The method mostly used in Persia to prepare the otto, is to put some pounds' weight of the roses into a wooden vessel full of the purest water, and then to expose it for several days to the heat of the sun. The oil then collects at the top, and is carefully skimmed off and put into bottles.

9. In India the otto is prepared by distillation. Forty or fifty pounds' weight of roses is put into a still, and a gentle fire kept under it until most of *the water* is evaporated. The water that runs out

of the still is afterwards exposed to the air during the night, and the otto is found in the morning floating at the top. The scent is very highly prized by Eastern nations.

Pronounce and Spell—

float'-ing	fa'-vour-ite	del'-i-ca-cy	in'-no-cence
ex-ceeds'	mod'-est-y	ex-pos'-ed	pos-ses'-ses
col'-our	oc-ca'-sion	cer'-e-mo-nies	dis-til-la'-tion
beau'-ty	fu'-ner-als	em-ploy'-ed	ex-ceed'-ing-ly

QUESTIONS.—Why has the rose, in all ages, been considered the most beautiful flower? How many varieties are there of it? What virtues, is it used as an emblem of? For what purposes was it used in Ancient Rome? What custom was formerly carried on in Paris? How have roses been used in funerals? What Houses during a civil war adopted the rose as their badge? What scent is obtained from the rose? What is the most valued product of the rose? How is it obtained in Persia? How in India?





## LESSON VII.

## THE ROSE.

**mor-tal'i-ty**, death**brief**, short lived**bloom**, blossom**bier**, a frame to carry the dead**dow'-er**, a gift**to'-kens**, signs

1. How much of memory dwells amidst thy bloom,  
    Rose! ever wearing beauty for thy dower!  
The bridal day—the festival—the tomb;  
    Thou hast thy part in each, thou stateliest flower!
2. Therefore with thy soft breath come floating by  
    A thousand images of love and grief,  
Dreams, fill'd with tokens of mortality,  
    Deep thoughts of all things beautiful and brief.
3. Not such thy spells o'er those that hail'd thee first,  
    In the clear light of Eden's golden day;  
There thy rich leaves to crimson glory burst,  
    Link'd with no dim remembrance of decay.

4. Rose! for the banquet gathered, and the bier;  
 Rose! coloured now by human hope or pain;  
 Surely where death is not—nor change nor fear,  
 Yet may we meet thee, joy's own flower, again!

*Mrs. Hemans.*

Pronounce and Spell—

<b>grief</b>	<b>bri'-dal</b>	<b>de-cay'</b>	<b>im'-a-ges</b>
<b>a-midst'</b>	<b>flow'-er</b>	<b>mem'-o-ry</b>	<b>beau'-ti-ful</b>
<b>sure'-ly</b>	<b>crim'-son</b>	<b>fes'-ti-val</b>	<b>re-mem'-brance</b>

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LESSON VIII.

GIBRALTAR.

<b>ab-rupt'-ly</b> , suddenly	<b>Her'-cu-les</b> , a fabled god of the
<b>ex-trem'-i-ty</b> , end	Greeks, noted for his great strength
<b>in'-su-lat-ed</b> , detached	<b>Moors</b> , a Mahometan nation who
	came from North Africa

1. The Rock of Gibraltar is an immense mountain of stone, rising abruptly from the sea, at the southern extremity of Spain. The highest part of this rock is 1,400 feet above the sea-level, and its eastern front which faces the Mediterranean, is so steep and rugged, that no one can approach it on that side. The western front, although very rocky, has in a few places some gradual slopes, and on these the town of Gibraltar is built.

2. The rock is not quite insulated, as it is connected with the mainland of Spain by a narrow sandy neck of land, which rises but a few feet above the level of the sea. To the west of the rock, there is a deep bay, which forms the harbour of Gibraltar, but it is rather an unsafe roadstead *when the wind blows from the south-west.*



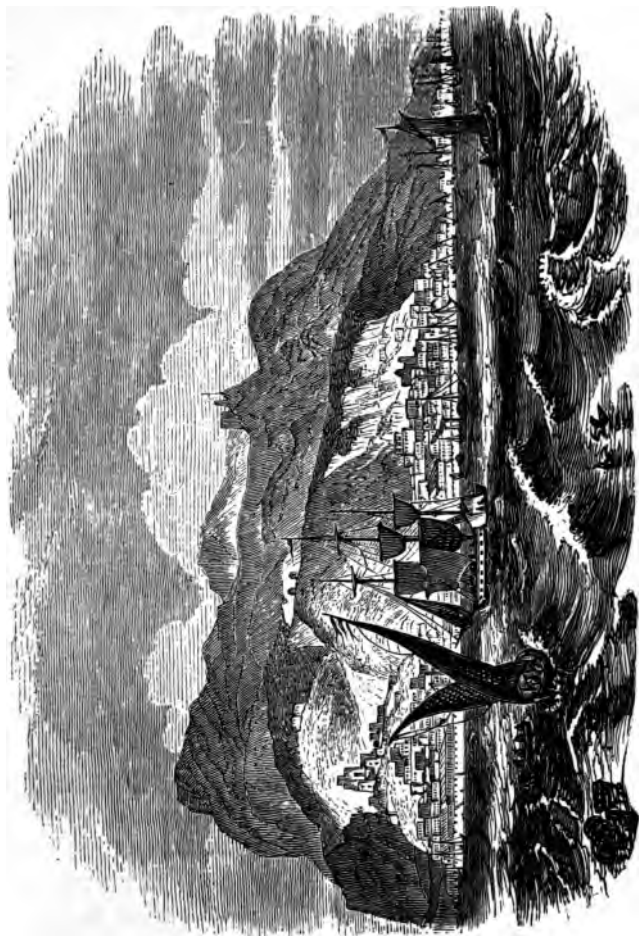
3. The ancient history of Gibraltar is lost in the mists of antiquity; but the fabled history of the ancients, tells us, that Hercules, in honour of a victory which he had gained, caused immense stones to be thrown into the mouth of the Straits, until a great mountain arose on either side, and these were ever afterwards called the "Pillars of Hercules."

4. This spot of ground, which has been the cause of so much bloodshed and fighting, is only three miles long, and seven in circumference. As a fortress, we first hear of it as a stronghold of the Moors, who had conquered the southern part of the Peninsula of Spain, and established a flourishing kingdom there.

5. On their expulsion, the rock came into the possession of the Spaniards, and was enlarged and strengthened by them, until it was considered by all to be a place that could not be taken.

6. In the year 1704, a war arose over the succession to the crown of Spain, and England becoming involved in it, Admiral Rooke was sent to capture the town of Barcelona, on the east coast of Spain. Failing, however, to do this, he called a council of war, and determined to attack Gibraltar. On the 21st of July the fleet arrived in the bay, and 1,800 English and Dutch were landed on the beach.

7. The fortress was summoned to surrender, and *on receiving* a refusal, the batteries opened fire,



GIBRALTAR.

and the Spaniards were driven from their guns and forced to submit. The possession of this fortress to recover which, from the Moors, Spain had sacrificed thousands of men and millions of money, was obtained by the British, with the loss of sixty killed, and two hundred and twenty wounded.

8. Several unsuccessful attempts were made from time to time, on the part of the Spaniards, to retake the fortress, but these are very small, when compared with the celebrated siege, which lasted for three years, from 1779 to 1782.

9. The defence was conducted by the brave General Eliott, with great courage. Upwards of forty thousand French and Spanish soldiers, with four hundred pieces of cannon, formed the besieging force. Great floating batteries were constructed by the French engineers, which poured thousands upon thousands of shot and shell into the fortress.

10. These floating batteries were so protected by cork, timber, sand, and hides that the English cannon balls rolled off them, and it was not until General Eliott poured red-hot shot upon them, and set them on fire, that the siege was raised. The French and Spanish ships were nearly all burnt or taken by the English, and from that period to the present time, Gibraltar has continued peaceably in *the possession* of the English.

Pronounce and Spell—

<b>surren'-der</b>	<b>ex-pul'-sion</b>	<b>an-tiq'-ui-ty</b>
<b>pos-ses'-sion</b>	<b>grad'-u-al</b>	<b>es-tab'-lish-ed</b>
<b>sac'-ri-fic-ed</b>	<b>Her'-cu-les</b>	<b>con-sid'-er-ed</b>
<b>ab-rupt'-ly</b>	<b>ex-trem'-i-ty</b>	<b>Med-it-er-ra'-ne-an</b>

QUESTIONS.—Where is Gibraltar situated? How high is the highest part above the sea-level? Which side is very precipitous? On which side is the town built? When is the roadstead dangerous to ships? What did the ancients call Gibraltar? What nation conquered the south of Spain? In what year did the English get possession of it? How was it captured, and by whom? How many men did the English lose in the capture of it? In what years did the great siege take place? Who besieged it? How were they driven off at last?

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LESSON IX.

AN ANGRY WORD!

<b>recks</b> , matters	<b>gloom'-ing</b> , twilight
<b>land'-scape</b> , beautiful scenery	<b>tri'-fler</b> , one who thinks about
<b>tem'-po-ra-ry</b> , lasting only a	foolish things
short time	<b>myr'-i-ad</b> , a vast number

1. An angry word! What recks it?  
Hath not every rose a thorn?  
And, if to-night we quarrel,  
Shall we not be friends at morn?
2. See, yon landscape, over-clouded,  
Longs for sunshine, but in vain:  
Yet, when summer storms are over,  
Shall it not forget the rain?
3. So the wrath of friends and lovers  
Is but temporary night:  
Are not stars set in the gloaming?  
Comes not, after darkness, light?

4. Take heed, take heed, O trifer !  
And believe me, *'tis not so* ;  
From small unfelt beginnings  
Springs a very storm of woe.
5. And the drops that trickle slowly  
Will at last the pitcher fill ;  
Angry words are streamlets, leading  
To a mighty sea of ill.
6. See the mightiest, loftiest mountains,  
That on earth in grandeur stand ;  
*Are they* not framed of atoms,  
Formed of myriad grains of sand ?
7. So the smallest seed of evil,  
That in human heart may be,  
Grows and grows, and spreads its branches,  
Till it stands a mighty tree.

Pronounce and Spell—

quar'-rel	trick'-le	ar'-mour	loft'-i-est
stream'-lets	grand'-eur	might'-i-est	be-gin'-nings

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LESSON X.

MONEY.

ex-change', giving one thing for another	con-ve'-ni-ent, easy to use
stamp'-ed, pressed	bronze, a metal made of zinc and copper
pre'-cious, valuable	peb'-bles, small round stones

1. Why should people part with their goods in exchange for little bits of silver, or gold, or bronze ?  
If you ask a man why he does so, he will tell you  
*it is because* he finds that, when he has these little

bits of stamped metal, which are called coins, every one is willing to sell him what he wants for them.

2. The baker will let him have bread for them, or the tailor clothes, and so on with all the rest. Then, if you ask him why the baker and the tailor are willing to do this, he will tell you, that it is because they also can buy with the same coins what they want from the shoemaker, the butcher, or any other person.

3. But how could this use of coin first begin? How could men first agree to be ready to part with food, and cloth, and working tools, and everything else, in exchange for little bits of gold and silver, which no one makes any use of, except to part with them again for something else? And why should not pebbles, or bits of wood, serve as well as coins? Some people fancy that coins pass as money, and are valued, because they are stamped according to law with the Queen's head and other marks.

4. But this is not so; for if a piece of money were made of bronze, and stamped, and called a shilling, you would never get the same quantity of bread for it as you do for a silver shilling. The law might oblige you to call a bit of bronze a shilling, but the name would not make it of greater value. You would have to pay three or four of these bronze shillings for a loaf of bread; so that it is not the law, or the stamp, that makes gold and silver coins so valuable.

5. If you were to melt down several shillings into a lump of silver, you might get from the silversmith very nearly as much for it as for the shillings themselves, and the same with gold coins; for silver and gold are valued, whether they are in coins, or in spoons, or in rings, or in any other kind of ornament.

6. And bronze also, though not so precious as these, is still of value, whether in pence or in other articles. People would never have thought of making coin, either of gold or of any other metal, if these had been of no value before.

7. Among some nations several other things are used for money, instead of coins. There are some tribes of negroes who are very fond of a kind of pretty little shells, called cowries, which their women string for necklaces; and these shells serve them as money. For about sixty of them in that country you may buy enough of provisions for one day.

8. There are other parts of Africa where pieces of cotton cloth, all of the same kind, and of the same size, are used as money; that is, these pieces of cloth are taken in exchange for all kinds of goods by persons who do not mean to wear the cloth themselves, but to pay it away again in exchange for something else.

9. But none of these things are so convenient as coins of silver and other metals. These are not

liable to break; and they also take up but little room in proportion to their value. This is especially the case with gold and silver; for bronze money is useful for small payments, but would be very inconvenient for large ones. The price of a horse or a cow, in bronze, would be a heavy load; but a man might easily carry in his pockets the price of twenty horses, if paid in gold.

10. A bank note is still more convenient in this respect; but though it is often called paper money, it is not really money, but only a promise to pay money. No one would give anything for a bank note if he did not believe that the banker is ready to pay gold or silver for it to anyone who should present it to him. But as long as men are sure of this, they receive the bank note instead of money, because they may get money for it whenever they please.

Pronounce and Spell—

use'-ful	na'-tions	ac-cord'-ing	pro-vi'-sions
tai'-lor	e-nough'	quan'-ti-ty	li'-a-ble
peb'-bles	pres'-ent	or'-na-ments	es-pe'-cial-ly
o-blige'	re-ceive'	sev'-er-al	pro-por'-tion

QUESTIONS.—Why do people part with their money? Why is the baker willing to let persons have bread for money, and the tailor clothing? Why will not pebbles or bits of wood serve in place of coins? What do some people fancy money is valued? Why is this idea wrong? If gold and silver coins were melted down, who would buy the metals? What articles do some nations use for money? Why are these things not so convenient as gold, silver, and bronze? Why is a bank note more convenient in some respects than gold? What is a bank note? Why do people readily take them?



## LESSON XI.

## THE STORK.

**mar'-gins**, borders**pro-tec'-tion**, safety**mi-gra'-tion**, change of abode**con'-gre-gate**, come together**wa'-ders**, birds that wade in shallow water, as the heron, stork, &c.**con-sul-ta'-tion**, discussion**o-ri-ent'-al**, eastern**Mount Car'-mel**, a mountain in Syria**ag-i-ta-ted**, excited**pro-fane'**, very wicked

1. The stork belongs to that class of birds to which the term "*waders*" has been given, for they are mostly found on the margins of lakes and rivers, or in marshes near the sea coast. There are two species, the white and the black, but they are of the same shape and size.

2. The stork inhabits various parts of the temperate regions of the Continent, and is but rarely seen in England. It is very common in Holland, Germany, and some parts of France. In these countries laws have been made for their protection, and the people encourage their presence by putting boxes on the housetops for the storks to build their nests in.

3. In Holland, the stork walks fearlessly along the streets of the towns and villages, and as it clears the country of frogs, snakes, and other reptiles, it is highly valued by the people. Its disposition is very mild, and it is frequently tamed, and kept in gardens, which it soon clears of *insects*.

4. Storks are birds of passage, and observe great exactness in the time of their departure. They mostly pass the winter in Egypt and the marshes of Barbary. Before their migration, they congregate



in great numbers, and appear to hold consultations among themselves.

5. After making several short excursions, as if to try their *wings*, they suddenly take flight with

great silence, and with such speed as to be out of sight in a few minutes. During these migrations they are seen in vast flocks. Dr. Shaw, an orient traveller, saw three flocks of them passing Mount Carmel, each half a mile in breadth. They occupied three hours in passing.

6. The stork bestows much time on the rearing of its young ones, and does not leave them until they can defend and support themselves. They are also very attentive to the aged and infirm of their species, and the young and vigorous storks are often seen carrying food to the weak ones who cannot leave the nests.

7. Storks walk about with slow and measured steps, and the only noise they ever make is the peculiar rattling of the bill. When agitated the head is thrown quite back, so that the lower mandible appears uppermost.

8. The Mohammedans hold the stork in great esteem and veneration. Among the Egyptians it is held sacred, and they would look upon a person as profane who would kill or hurt one.

Pronounce and Spell—

spe'-cies	rear'-ing	con'-ti-nent	ex-cur'-
rep'-tiles	si'-lence	fear'-less-ly	sud'-de
tam'-ed	in-hab'-its	tem'-per-ate	meas'-u-
in'-sects	va'-ri-ous	dis-po-si'-tion	trav'-el
ap-pear'	val'-u-ed	de-par'-ture	pe-cu'

QUESTIONS.—To what class of birds does the stork belong? Where are they found? How do the people encourage them to build their nests? How do storks conduct themselves in Holland? Describe the disposition of the stork. Why is it often kept in gardens? Where do storks migrate in the winter months? How do they migrate? What did Dr. Shaw see near Mount Carmel? How do they treat their young? How the old and infirm? How do they walk about? What people greatly esteem them?

## LESSON XII.

## DIFFICULTIES.

<b>diff'ci-ty</b> , something to overcome	<b>nine'-teenth cen'-tu-ry</b> , from 1800 to 1899
<b>con-tend'</b> , fight against	<b>or'-i-gin</b> , beginning
<b>ex-cite'</b> , move strongly	<b>Na-po'-le-on</b> , Emperor of France,
<b>sur-round'-ed</b> , enclosed on all sides	beaten at Waterloo, 1815, after a war of 20 years
<b>wealth</b> , riches	<b>per-se-ver'-ance</b> , always working and trying
<b>lo-co-mo'-tive</b> , moving from place to place	<b>dis-tin'-guish-ed</b> , very special
<b>pred-e-ces'-sor</b> , one going before	<b>pro-fess'-or</b> , a learned teacher
	<b>as-sas'-sin</b> , a secret murderer

1. Each one of us has difficulties to contend against, and neither boys nor girls can expect to be free from them. The highest and greatest in the land, as well as the lowliest and poorest, have them. Neither rank, nor money, nor a good character will save us from them. Sometimes we think our own difficulties are greater than those which other people have, but that is not so. Some *people seem to have no difficulties, everything goes*

smoothly with them ; but it is not so really. If we could know all, we should find they have their cares and sorrows.

2. The great question each one has to ask himself is—"Am I to master these difficulties, or are they to master me?" If I master them, my life will be an honoured and a useful one ; if they master me, it will be a poor and a useless one. Difficulties bring out the character and power of the man. They excite him to brave and noble efforts. Those who have done most good in the world, have been those surrounded with the greatest difficulties.

3. It is not ease and wealth that have produced our greatest men, but poverty and trial. The man who first thought of railways, and who built the first locomotive engine, was born in a cottage with a clay floor, bare rafters, and unplastered walls. He never went to school, and did not learn to read until he was over eighteen.

4. His first work was to watch the cows belonging to a widow, for which he received twopence a day. He was promoted to work in a colliery, where he received sixpence a day, and when he reached twelve shillings a week, he said he was a made man for life.

5. And yet this poor collier-boy was the one who introduced railways into England. His name ever deserves to be remembered—that of George Stephenson. He mastered his difficulties, and was *one of the most honoured and useful men of this nineteenth century.*

6. The huge cotton factories in Manchester, Stockport, and other Lancashire towns, owe their origin to a poor boy, the youngest of thirteen children, who was apprentice to a barber. Yet this boy, without money, without education, without friends—Richard Arkwright, invented the cotton-spinning machine more than a hundred years ago. This machine brought much wealth into the country, and thus helped England to fight against Napoleon, and at last to overcome him, when every other nation in Europe lay trembling before him.

7. In our own times, Abraham Lincoln, who was born amid scenes of the deepest poverty, rose by his own perseverance and honesty to be President of the United States, and to him belongs the distinguished honour of having abolished slavery in that large and prosperous country. James Garfield, like his friend and predecessor Lincoln, was born in the humblest circumstances. By his own untiring energy he became a teacher, a successful soldier, and a skilful lawyer. Like Lincoln, he was elected by his countrymen to the high office of President of the United States.

8. We cannot all be inventors like Stephenson and Arkwright, or presidents like Lincoln and Garfield, but we may, each one of us, be good and useful men and women, leaving the world better than we found it.

Pronounce and Spell—

smooth'-ly    law'-yer    pov'-er-ty    cir'-cum-stance  
trem'-bling    low'-li-est    col'-lier-y    o-ver-whelm'-ed  
skil'-ful    char'-ac-ter    ap-pren'-tice    in-tro-duc'-ed

QUESTIONS.—What has every one to contend against? What great question must each one ask himself? What will difficulties do for a man? Who have done the most good in the world? How did George Stephenson begin his life? What were his first earnings? What did he say when he received twelve shillings a week? What did he introduce into England? To whom do our cotton factories owe their origin? What has his invention done for England? Give an account of Abraham Lincoln and of James Garfield. What may each one of us be?

#### LESSON XIII.

### THE BURIAL OF SIR JOHN MOORE.

fu'-ner-al note, the sound of a	the bil'-low, the sea
band at a soldier's funeral	reck, care
corse, dead body	ran'-dom, without aim
ram'-part, a mound of earth used	gor'-y, covered with blood
in fortifications	dis-charg'-ed, fired off
shroud, grave clothes	mar'-tial, military

1. Not a drum was heard, not a funeral note,  
As his corse to the rampart we hurried;  
Not a soldier discharged his farewell shot  
O'er the grave where our hero we buried.
2. We buried him darkly at dead of night,  
The sods with our bayonets turning,  
By the struggling moonbeams' misty light,  
And the lantern dimly burning.
3. No useless coffin enclosed his breast,  
Nor in sheet nor in shroud we wound him;  
But he lay like a warrior taking his rest,  
With his martial cloak around him.

4. Few and short were the prayers we said,  
And we spoke not a word of sorrow ;  
But we steadfastly gazed on the face of the dead,  
And we bitterly thought of the morrow.



5. We thought, as we hollowed his narrow bed ,  
And smoothed down his lonely pillow,  
That the foe and the stranger would tread o'er his  
head,  
And we far away on the billow.
6. Lightly they'll talk of the spirit that's gone,  
And o'er his cold ashes upbraid him ;  
But little he'll reckon, if they let him sleep on  
*In the grave where a Briton has laid him.*



7. But half of our heavy task was done,  
     When the clock struck the hour for retiring ;  
 And we heard by the distant and random gun  
     That the foe was sullenly firing.
8. Slowly and sadly we laid him down,  
     From the field of his fame fresh and gory ;  
 We carved not a line, and we raised not a stone,  
     But we left him alone with his glory.

*Wolfe.*

Pronounce and Spell—

shroud	strug'-gling	lan'-tern	stead'-fast-ly
ram'-part	mar'-tial	fu'-ner-al	re-tir'-ing
hur'-ri-ed	smooth'-ed	dis-charg'-ed	sul'-len-ly
bur'-i-ed	up-braid'	bay'-o-nets	bit'-ter-ly

## LESSON XIV.

## THE ATMOSPHERE.

<b>com-pos'-ed</b> , made up of	<b>im-per-cept'-i-ble</b> , not discernible
<b>nec'-es-sa-ry</b> , needful	<b>hues</b> , shades of colour
<b>de-priv'-ed</b> , dispossessed	<b>vi-bra'-tion</b> , a moving to and fro
<b>dis-tort'-ed</b> , out of shape	<b>vis'-ion</b> , sight

1. The air which surrounds the earth, as a light, thin coating, extending to a considerable height above its surface, is composed of several gases quite different in their properties. One of these, which forms the greatest part of the air, is absolutely necessary for the support of animal life. If the air was deprived of it, all animals would instantly die.

2. Another part of the air is, by itself, destructive *of animal life*, but it is necessary for the life of

vegetables. Thus, without the atmosphere, neither animal nor vegetable life could continue to exist. Even any great change in the lightness or heaviness of the air, would be fatal to animals.

3. Those who go up in balloons, or climb very high mountains, and thus reach the thinner parts of the air, find a great difficulty in breathing, and are unable to exert themselves. On the other hand, those who go down in diving bells, and have the air which they breathe pressed into a narrow space by the water above them, find great inconvenience from that cause.

4. We have, therefore, reason to be thankful for that provision of Providence, which has regulated both the nature and weight of the atmosphere, to the use of the creatures which He has formed to live in it.

5. A second most useful property of the air is to convey sounds. Not only the loud noises are brought to our ears by the air, but the quiet words, and even the gentle whispers we use in speaking to each other, are conveyed in the same way. If we could live without air, we could not speak to one another. The world would be quite silent.

6. It can be proved by direct experiment made by the air pump, that if a bell is hung under the large glass, and the air pumped out, no sound whatever is produced, by striking the clapper

against the sides of the bell. Sound is, in fact, a vibration something like waves, carried along from one part of the air to another.

7. Sound does not move so fast as light, as any one may perceive, who observes a gun fired at a considerable distance from where he stands. He will see the flash some time before he hears the report.

8. The air has also a very great influence upon our sense of sight. It is by the action of the atmosphere only that the change from day to night comes on so gradually, that the eyes easily accommodate themselves to it.

9. Had we little or no atmosphere, the rising of the sun would cause a sudden change, from utter darkness to the light of the brightest noon; and at his setting, we should be instantly left in utter darkness. It is almost needless to observe, with how much beauty the change from day to night is now accompanied. All the glowing colours which are seen in the heavens at the rising and the setting of the sun, and the many brilliant hues in which the clouds are bathed, are all owing to the atmosphere.

10. The air has also an effect upon our vision. It is by means of the atmosphere that we are able to see objects in the daytime, in whatever part of the sky the sun may be. No object can be seen, unless by the light it reflects, or suffers to pass

through it. Now, the air reflects light in all directions, so that some light always falls upon what would otherwise be the dark side of an object, and renders it visible.

11. We can scarcely bring ourselves to imagine what would be the appearance of the most familiar objects, if those parts were only visible upon which direct light fell, and the other parts were left in total darkness. They would certainly appear very much distorted, and their shapes would probably be so strange that we should scarcely know them.

12. Without the atmosphere, the sky, except in that one part in which the sun was shining, would appear totally black, even at noonday; indeed, it is the atmosphere which converts sunbeams into daylight, and fills the space in which we are with bright and cheerful light.

Pronounce and Spell—

scarce'-ly	re-flects'	ab'-so-lute-ly
sur-rounds'	dis-tort'-ed	nec'-es-sa-ry
ex-act'-ly	pro'-per-ties	dif'-fi-cul-ty
at'-mos-phere	ac-com'-mo-date	in-con-ve'-ni-ence
con'-sti-tute	ex-per'-i-ment	ap-pear'-ance

QUESTIONS.—What is the atmosphere composed of? What is one of these gases necessary for, and what the other? What do those persons who ascend lofty mountains suffer from? Name another useful property of the air. How can it be proved that without air there is no sound? If there were no air, what would there be in the world? On what other sense does the atmosphere exert influence? If there were no air, what should we miss at the rising and setting of the sun? How would some parts of the sky appear?



## LESSON XV.

## A VISIT TO THE NORTH CAPE.

**in-dent'-ed**, broken up  
**des'-ti-tute**, without  
**pro-ject'-ing**, jutting out  
**bleak**, bare

**dis-po-si'-tion**, desire  
**fa-tigue'**, toils  
**tinge**, colour  
**creeks**, narrow bays

1. The North Cape, which forms the most northerly point of the continent of Europe, situated on an island in the extreme north Norway. It is a long extended headland, indented by several small creeks. The surface flat, rising gradually to about a quarter of a mile from its northern extremity, and then falling down a slope which ends in precipitous cliffs near the sea. The whole of it is almost destitute of

vegetation, and is thickly strewed with fragments of broken rock.

2. A gentleman who has visited the Cape says :  
“ At six in the evening we reached the North Cape, and advancing to the edge of the precipitous rocks, looked over into the ocean. The eye vainly endeavoured to catch the fleeting sails of some vessel steering its way through the desert seas ; all was one roaring waste of waters.

3. “ Evening was now fast approaching, and the wind, which was strong and chill, warned us to prepare our tent for the night. This was a task of some difficulty, as the bleak exposed surface of the Cape, and the hardness of the ground, gave us reason to fear that, if it was not well pitched, it might be blown away during the night. Having at length found a projecting part of the cliff, which screened us in some measure from the north wind, we managed to pitch our tent and make it secure.

4. “ As we had eaten nothing since morning, and had walked some miles across the mountains, we had by this time a pretty good appetite. Our provisions were accordingly produced, and having lighted a fire with the wood we had taken care to bring with us, we enjoyed our repast with great relish. The hour was late before we reclined to rest. Sleep soon overpowered all but myself, and the deep snoring of our guides, the Laplanders, proved that they had speedily lost all sense of the fatigues of the day.

5. "Feeling no disposition to sleep, I arose softly, untied the tent, and strolled round the Cape. It was already midnight. The sun was just below the horizon, and an angry reddish tinge in the sky marked its progress below it. The feeble twilight all around seemed to make the gigantic outline of the cliffs appear more rugged than by daylight. Towards the north-west, large masses of black clouds announced an approaching storm. I returned to my tent, and was soon lulled to sleep by the murmurings of the surge dashing against the rocks below.

6. "Our small tent stood well the rude attacks of the north wind, which blew furiously during the night. In the morning, we commenced exploring the neighbourhood of the Cape, anxious to lose no time, as our stay would depend upon the supply of wood and provisions that remained.

7. "The only inhabitants were some Laplanders. They kept about two hundred reindeer on the mountains near, and reside in the neighbourhood all the year round. They hunt hares, foxes, and ermines for the sake of their furs, and catch many kinds of sea fowls which frequent the coast at different times of the year."

Pronounce and Spell—

steer'-ing	veg-e-ta'-tion	ap'-pe-tite	dis-po-si'-tion
meas'-ure	ap-proach'-ing	pro-vi'-sions	mur'-mur-ing
con'-ti-nent	dif-fi-cul-ty	ac-cord'-ing-ly	an-nounc'-ed
ex-tend'-ed	ex-pos'-ed	pro-duc'-ed	pre-cip'-i-tous

QUESTIONS.—Where is the North Cape situated? What kind of surface has it? What people dwell near it? What animals do they keep on the mountains near? What wild animals do they catch for the sake of their furs?

## LESSON XVI.

## THE BATTLE OF BLENHEIM.\*

<b>riv'-u-let</b> , a small stream	<b>wast'-ed</b> , laid bare
<b>ex-pect'-ant</b> , waiting hopefully	<b>ten'-der</b> , kind
<b>rout</b> , defeat, made them run away	<b>fa'-mous</b> , noted
<b>quoth</b> , said	<b>won</b> , earned

1. It was a summer evening,  
Old Kaspar's work was done,  
And he beside his cottage door  
Was sitting in the sun;  
And by him sported on the green  
His little grandchild Wilhelmine.
2. She saw her brother Peterkin  
Roll something large and round  
Which he beside the rivulet,  
In playing there, had found;  
He came to ask what he had found,  
That was so large, and smooth, and round.
3. Old Kaspar took it from the boy,  
Who stood expectant by;  
And then the old man shook his head,  
And with a natural sigh,  
" 'Tis some poor fellow's skull," said he,  
" Who fell in the great victory.

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\* This battle was fought at Blenheim, in Bavaria, in the year 1704. The Duke of Marlborough, and Prince Eugene, were the commanders on the English and the German side. They gained a great victory over the French and Bavarians.



4. "I find them in the garden,  
For there's many here about ;  
And often when I go to plough,  
The ploughshare turns them out !  
For many thousand men," said he,  
"Were slain in that great victory."
5. "Now tell us what 'twas all about,"  
Young Peterkin he cries,  
While little Wilhelmine looks up  
With wonder-waiting eyes ;  
"Now tell us all about the war,  
And what they killed each other for."
6. "It was the English," Kaspar cried,  
"Who put the French to rout ;  
But what they killed each other for  
I could not well make out.  
But everybody said," quoth he,  
"That 'twas a famous victory."
7. "My father lived at Blenheim then,  
Yon little stream hard by ;  
They burned his dwelling to the ground,  
And he was forced to fly ;  
So with his wife and child he fled,  
Nor had he where to rest his head."
8. "With fire and sword the country round  
Was wasted far and wide ;  
And many a tender mother then,  
And new-born baby, died :  
But things like that, you know, must be  
At every famous victory."

9. "They say it was a shocking sight  
After the field was won,  
For many thousand bodies here  
Lay rotting in the sun ;  
But things like that, you know, must be  
After a famous victory.
10. "Great praise the Duke of Marlbro' won,  
And our good prince Eugene"—  
"Why, 'twas a very wicked thing !"  
Said little Wilhelmine—  
"Nay, nay, my little girl," quoth he,  
"It was a famous victory.
11. "And everybody praised the duke  
Who this great fight did win."  
"And what good came of it at last ?"  
Quoth little Peterkin.  
"Why, that I cannot tell," said he ;  
"But 'twas a famous victory."

*Southey.*

Pronounce and Spell—

**smooth**  
**sigh****sport'-ed**  
**shock'-ing****prais'-ed**  
**dwel'-ing****na'-tur-al**  
**vic'-to-ry**

## LESSON XVII.

## THE SUGAR-MAPLE.

**a-bun'-dant-ly**, in plenty**ex'-cel-lent**, the best**sat'-u-ra-ted**, soaked**con-vey'-ed**, carried**res'-i-due**, that which is left**e-vap'-o-rate**, to dry up

1. The sugar-maple is a tree found growing abundantly in all the middle states of America, but those that are found in the State of New York yield sugar in the greatest quantities. They are sometimes seen in groves covering several acres, but are more generally mixed with beech, ash, wild cherry, and other forest trees.

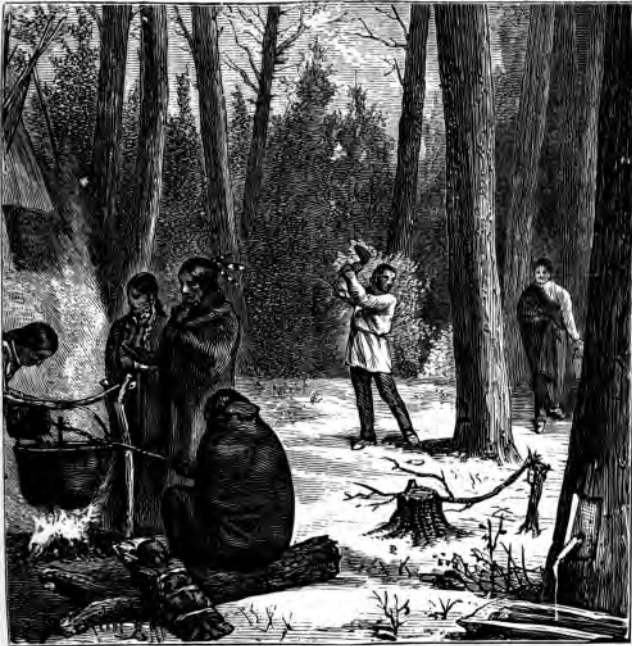
2. When full grown they measure from two to three feet in diameter. In spring, they put forth a beautiful white blossom, before a single leaf appears. The colour of the blossom marks them at first sight from the common maple, which has a red one.

3. The wood of these trees forms excellent fuel, and is much sought after for this and many other useful purposes. The small branches are so saturated with sugar, that they afford good food for the cattle, in early spring.

4. The season for tapping the trees to obtain the sap is in February, March, and April, but this depends much upon the weather—warm days and frosty nights are most favourable to the discharge of the sap.

5. The boring of the trees is made with a kind of *gimlet*, which is thrust about three-quarters of an *inch* into the bark; a spout is then pushed into

the hole, and projects about five or six inches. Large vessels are placed under the spout to receive the sap, which is carried every day to a trough, from which it is conveyed, after being strained, to the boiler.



6. The trees are not injured by tapping, but rather improved, for the oftener they are tapped the more syrup is obtained from them. A single tree has not only lived, but has flourished, after being tapped forty-two times in the same number of years.

7. A tree of ordinary size yields, in a good season, from twenty to thirty gallons of sap. During the summer, and in the early autumn, the maple-tree yields a thin sap not good enough to make sugar. This is used as a pleasant drink in harvest time.

8. Sometimes a single tree is seen standing, having been left as a shelter for cattle, but which now produces a refreshing drink for the weary reaper. There are three ways of making sugar from the sap: first, by freezing the watery parts, and removing the ice thus formed. In this case the residue is a very rich syrup, from which the sugar is afterwards separated by boiling.

9. The second plan is by allowing the heat of the sun to evaporate the sap; but the third and usual plan is by boiling, which is almost exactly the same system as that used in preparing sugar from the juice of the sugar-cane.

Pronounce and Spell—

fu'-el	sy'-up	pre-par'-ing	sep'-a-ra-ted
a'-cres	pro-jects'	quan'-ti-ties	gen'-er-al-ly
re-ceive'	meas'-ure	flour'-ish-ed	di-am'-e-ter
ves'-sels	weath'-er	or'-di-na-ry	fa'-vour-a-ble

QUESTIONS.—Where is the sugar-maple found growing? What trees often grow near it? When does it blossom? What does the wood make? When is the time for tapping the trees? How are the trees bored? What is the spout for? How does the tapping affect the trees? What does the good sap make? What is *thin sap* used for? What is the usual way of making the sugar?

## LESSON XVIII.

HOW THE PRINCE OF WALES WON  
HIS PLUME.—PART I.

**Cres'-sy**, a village in the north  
of France

**the prince**, Edward, surnamed  
the Black Prince

**the king**, Edward III.

**Ab'-be-ville**, a town in North  
France

**Gen'-o-ese**, soldiers from Genoa,  
in Italy

**cross-bow**, a weapon for shooting  
**rear**, at the back

**e-quip'-ped**, well mounted

**bat-tal'-ion**, a division of an  
army

1. On the morning of Saturday, August 26th, 1346, the English army was drawn up on a gentle slope, in the rear of the village of Cressy; and on the same afternoon the French army, under the command of Philip, king of France, arrived near the same place, having made a toilsome march from Abbeville.

2. When the English army saw the French advance, they rose up from the ground, on which they had been for some time seated, and fell into their ranks. The regiment commanded by the Prince of Wales was the first to do so, and the men opened out a few paces from each other, and made ready their bows.

3. The French approached without regard to any plan or arrangement, and it is said that "kings, dukes, earls, barons, and the lords of France advanced to the fight in no regular order, *but in any way most pleasing to themselves.*"

Philip himself wanted to defer the battle until the next day, but was unable to restrain the rashness of his nobles. As soon, however, as he was in sight of the English, he became as excited as his soldiers, and cried out, "Order the Genoese forward, and begin the battle."

4. These Genoese were the cross-bow men, who accompanied the army. They were 15,000 in number, and they had marched 18 miles in complete armour, carrying their cross-bows. As soon as they heard the order, they told their general that they wanted rest, and were not in a fit condition to fight that day, or to do any great things in battle.

5. The poor Genoese in this state of exhaustion were hurried to the front, while, to complete their confusion, a heavy shower of rain fell. This shower was a further misfortune, for the moisture slackened the strings of the cross-bows. The English kept their long bows in their cases, and drew them out in admirable condition as soon as the storm was over.

6. When the Genoese came in front of the English, they set up a loud shout in order to frighten them; but the soldiers remained quite firm. They then gave a second shout, and advanced a little further; but the English never moved. They then shouted a third time, and began to shoot *with their* cross-bows; the English archers ad-

vanced one step to meet them, and "shot their arrows with such force and swiftness that it seemed as if it snowed."

7. The Genoese could not withstand the force of these arrows, which pierced completely through their armour, and they turned and fled. The King of France had drawn up a large body of men-at-arms, richly dressed, to support the Genoese. When King Philip saw the archers falling back, he cried out to these horsemen, "Kill those scoundrels! for they only stop our road without any reason;" and many of his guards attacked and killed the flying Genoese.

8. The English continued shooting, and their arrows began to fall thickly amongst Philip's well-equipped horsemen, as they rode over the discomfited Genoese. The Welsh and Cornish men now advanced between the ranks of the archers, and attacked the French with their long knives, giving "no quarter to earls, barons, or squires."

Pronounce and Spell—

reg-i-ment	ad'-mir-a-ble	com-mand'-ed
con-di'-tion	at-tack'-ed	ap-proach'-ed
mis-for'-tune	ar-riv'-ed	ac-com'-pan-i-ed

QUESTIONS.—When was the battle of Cressy fought? Where? Who commanded one of the regiments? Who commanded the French army? Who were the Genoese? What weapon did they use? Why were they at that time unfit to fight? What happened as they were advancing? How did the English archers receive them? What order did the King of France give when he saw the Genoese in confusion?



## LESSON XIX.

HOW THE PRINCE OF WALES WON  
HIS PLUME.—PART II.**de-tach'-ment**, a company of soldiers**rout'-ed**, defeated**as-cer-tain'**, found out**stand'-ard**, a battle flag**val'-iant-ly**, bravely**ac-quit'-ted**, conducted

1. In vain the French men-at-arms endeavoured to force the English position through the hollow roads in front. The English archers had stationed themselves behind hedges and trees, and dealt swift destruction, by their arrows, upon the knights and squires as they rode fiercely to meet their fate. Down they fell, men and horses, until the roads were blocked up by their bodies.

2. The Earl of Flanders, however, advanced in good order with his battalions to where the prince's division was stationed, and fought valiantly with them for some time. The prince, indeed, became hard pressed, and the second battalion came to his aid, and held in check the overpowering numbers of the French.

3. It was now thought advisable to send a message to the King of England, who was posted upon an eminence near a windmill, to tell him of the danger they were in. "Is my son dead, unhorsed, or so badly wounded that he cannot support himself?" asked the king. "Nothing of the sort, thank God," answered the messenger, "but *the engagement* is so hot that he needs your



EDWARD III. KNIGHTING THE BLACK PRINCE.

help." The king answered the knight—"Return back to those who sent you, and tell them, from me, that they must not expect me as long as my son has life. Let the boy win his spurs, for I am determined, if it please God, that all the glory and honour of the day shall be given to him."

4. The knight reported the king's message to the prince and his troops, and it greatly encouraged them. They attacked the French so vigorously that they were soon routed, and fled in confusion in all directions, and the English were left in possession of the field.

5. King Edward, who all day long had not put on his helmet, came down from his post with his reserve battalion, and advanced through fires and torches, that had been lighted, to where the prince was stationed. When he came up to him, he embraced the Prince of Wales in his arms, and kissed him, saying, "Sweet son! most valiantly have you acquitted yourself this day: you are worthy to be a sovereign." The prince, we are told, bowed down very low, and humbled himself, giving all honour to the king, his father.

6. During the night the English troops made frequent thanksgivings for the happy issue of the day. On the following Monday morning there was a very dense fog, and Edward sent a detachment to examine the battlefield, and to ascertain the number and condition of the slain.

7. Amongst them was found the body of Charles, the blind king of Bohemia, whose knights, at his own request, had taken him into the thickest of the fight. His body was found lying on the ground, surrounded by four brave knights who had died protecting him. By his side lay his standard, on which was his crest, a plume of three ostrich feathers, with the motto, *Ich dien*, "I serve."

This crest and device the king conferred upon the prince for his gallantry during the battle, and it has been borne by the Princes of Wales ever since.

Pronounce and Spell—

sta'-tion-ed

ad-vis'-a-ble

em-brac'-ed

de-struc'-tion

em'-i-nence

ac-quit'-ted

QUESTIONS.—Who pressed upon the soldiers under the prince? What reply did the king give to the messengers who came for assistance? How did the battle end? What king was killed? What was the motto and plume on his standard? On whom did the king confer it?



## LESSON XX.

## THE LOSS OF THE "ROYAL GEORGE."\*

<b>toll</b> , ring the funeral bell	<b>shrouds</b> , the ropes that support
<b>the brave</b> , the sailors who were	the masts
drowned	<b>plough</b> , sail through
<b>heel</b> , turn over on one side	<b>main</b> , the ocean
<b>weigh</b> , lift	<b>Kem'-pen-feldt</b> , the admiral

1. Toll for the brave,  
The brave that are no more !  
All sunk beneath the wave,  
Fast by their native shore.
2. Eight hundred of the brave,  
Whose courage well was tried,  
Had made the vessel heel,  
And laid her on her side.
3. A land-breeze shook the shrouds,  
And she was overset ;  
Down went the "Royal George,"  
With all her crew complete.
4. Toll for the brave !  
Brave Kempenfeldt is gone ;  
His last sea-fight is fought,  
His work of glory done.
5. It was not in the battle ;  
No tempest gave the shock ;  
She sprang no fatal leak,  
She ran upon no rock.

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\* The "Royal George" was a first-rate man-of-war of 100 guns. The vessel was overset off Spithead by a gust of wind, which caused her to heel over on one side, and she sunk with all her crew on August the 29th, 1782.

6. His sword was in its sheath,  
His fingers held the pen,  
When Kempenfeldt went down  
With twice four hundred men.
7. Weigh the vessel up,  
Once dreaded by our foes !  
And mingle with the cup  
The tear that England owes.
8. Her timbers yet are sound,  
And she may float again,  
Full charged with England's thunder,  
And plough the distant main.
9. But Kempenfeldt is gone,  
His victories are o'er ;  
And he and his eight hundred,  
Shall plough the wave no more.

*Cooper.*

Pronounce and Spell—

be-neath'	hun'-dred	com-plete'	vic'-to-ries
na'-tive	cour'-age	dread'-ed	Kem'-pen-feldt

## LESSON XXI.

## CIVILISATION.

con-ve'-ni-en-ces, things to make life easy	tri'-fle, small amount
cen'-tu-ries, hundreds of years	mir'-a-cle, wonder
ed'-i-tor, a person who prepares writing for the printer	con'-jure, bring up
	ex-ploits', deeds
	re-nown'-ed, famous

1. In England most persons can say with truth and thankfulness, "I live in a house that affords me conveniences and comforts that even a king could not command some centuries ago.

2. "There are ships daily crossing the seas, in every direction, to bring what is useful to me, from all parts of the earth. In China and in India, men are gathering the tea leaf for me; in America they are planting cotton for me; and in the West India Islands they are preparing my sugar and my coffee.

3. "In Italy and France they are feeding silkworms for me. At home and in Australia, they are shearing sheep to make me clothing. Powerful steam engines are daily spinning and weaving for me, and from deep mines are drawing up coals to make my home warm and comfortable.

4. "My income is small, yet I have steam engines running day and night on the railways to carry my parcels and letters. I have good roads to travel on, and canals on which fleets of boats bring coals to keep up my fire, and to make gas to light and cheer my dwelling.

5. "Telegraph lines run in all directions, and their messages tell me what is happening thousands of miles away, or call me to distant parts on important business.

6. "The photographer for a few pence will take an exact likeness of myself, and this for a trifle can be sent to friends at the farthest parts of the earth.

7. "Around my happy country I have fleets and armies to secure my safety, and to protect those who trade for my benefit. Then I have editors and printers, who daily send me an account of

what is going on, not only in our own country, but in the farthest corners of the globe.

8. "And, then, in a corner of my house I have *books*, the miracle of all my possessions, more wonderful than the wishing cap of the Arabian tales, for they transport me instantly, not only to all places, but to all times.

9. "By my books I can bring before me, the thoughts and sayings of all the great and good men of old, and for my satisfaction I can make them act over again the most renowned of all their exploits. In a word, from the equator to the pole, and from the beginning of time until now, by my books, I can be wherever I please."

10. This picture is not overdrawn, and might be very much extended; so great is the goodness of Providence, that each individual in any civilised country, can now have enjoyments that millions of money could not have purchased a few centuries ago.

Pronounce and Spell—

cof'-fee	trav'-el	thank'-ful-ness	tel'-e-graph
shear'-ing	ben'-e-fit	di-rec'-tion	bus'-i-ness
cloth'-ing	trans-port'	A-mer'-i-ca	im-port'-ant
in'-come	ex-tend'-ed	com'-fort-a-ble	pho-tog'-ra-pher

QUESTIONS.—In what respects are we better off than a king in old times? What are ships doing for us? What do they bring us from China? What from America? What from the West Indies? What from Australia? What do steam engines do for us? What do canal boats bring us? What do the telegraph lines do for us? How are we protected from enemies? What valuable possessions have we in our houses? Why are they so valuable?





## LESSON XXII.

## THE INFLUENCE OF FLOWERS.

**ex-cit'-ed**, raised**de-riv'-ing**, obtaining**bot'-an-ist**, one who studies flowers**re-calls'**, brings back**viv'-id-ly**, forcibly**im-ag-in-a'-tion**, thought

1. The interest which flowers have excited in the breast of man, from the earliest ages to the present day, is not confined to any particular class of society, or quarter of the globe.

2. The savage of the forests, in the joy of his heart, binds his brow with the native flowers of his woods, whilst their cultivation increases in every country, in proportion as civilisation extends.

3. Of all pleasures, that of delight in flower is the most innocent, and of all created beings *man* alone seems capable of deriving enjoyment.

from them. This love of them commences with his infancy, is the delight of his youth, increases with his years, and becomes the quiet amusement of old age.

4. Every rank of people seems to enjoy flowers, but to the botanist, beauties are unfolded and wonders displayed, that cannot be conceived by the ordinary observer, who knows not where to look for them.

5. Flowers have always been a favourite ornament in all ages and countries. They are chosen to deck the bride, and to take the gloom off the silent tomb.

6. The fondness for flowers is natural to all men. Nature seems to have designed that all, in some measure, should cultivate flowers, and that, whatever their occupations in the world should be, the love of gardening should soothe the declining years of life.

7. One of the great advantages which a love of flowers produces is, that it binds people to their homes, and the little plot in which the flowers they love were grown becomes a sacred spot—one to be talked about and remembered when they are far away from it.

8. Amongst one of the delights of the cultivation of flowers, that of being able to present bunches of them to our friends is not the least. A basket of

fresh flowers from the country is a most agreeable present, and often recalls to our memory the happy scenes of our younger days, and brings vividly to our imagination the clump of pinks, the bower of woodbines, the bush of roses, and the bank of violets.

“Bring the early primrose that forsaken dies,  
The tufted crow-toe, and pale jessamine,  
The white pink, and the pansy freaked with jet,  
The glowing violet,  
The musk-rose, and the well-attired woodbine.”

*Milton.*

Pronounce and Spell—

flow'ers	par-tic'-u-lar	en-joy'-ment	fa'-vour-ite
de-light'	so-ci'-e-ty	a-muse'-ment	nat'-u-ral
beau'-ties	cul-ti-va'-tion	or'-din-ar-y	de-clin'-ing
de-riv'-ing	in'-fan-cy	ob-serv'-er	civ-il-i-sa'-tion

QUESTIONS.—How long have flowers excited interest in the breast of man? How does the savage employ flowers? What kind of a pleasure is the delight in flowers? When does it commence, and how long does it last? What persons enjoy flowers the most? Why is a fondness for flowers natural to man? Name some of the delights we may obtain from the cultivation of flowers.





## LESSON XXIII.

## FLOWERS.

**be-nef'-i-cent**, all good**be-guil'-ed**, led**throngs**, numbers of people**plac'-id**, quiet**germs**, seeds**lav'-ish**, bountiful**boons**, gifts**man'-tled**, covered

The All-beneficent ! I bless Thy name  
That Thou hast mantled the green earth with flowers,  
Linking our hearts to Nature. By the love  
Of their wild blossoms, our young footsteps first  
Into her deep recesses are beguiled.  
By the breath of flowers,  
Thou callest us, from city throngs and cares,  
Back to the woods, the birds, the mountain streams,  
That sing of Thee ! *back to free childhood's heart,*

Fresh with the dews of tenderness ! Thou bidd'st  
 The lilies of the field, with placid smile,  
 Reprove man's feverish strivings, and infuse  
 Through his worn soul a more unworldly life  
 With their soft holy breath. Thou hast not left  
 His purer nature, with its fine desires,  
 Uncared for in this universe of Thine.  
 The glowing rose attests it, the beloved  
 Of poet hearts, touched by their fervent dreams  
 With spiritual light, and made a source  
 Of heaven-ascending thoughts. E'en to faint age  
 Thou lend'st the vernal bliss : the old man's eye  
 Falls on the kindling blossoms, and his soul  
 Remembers youth and love, and hopefully  
 Turns unto Thee, who call'st earth's buried germs  
 From dust to splendour ; as the mortal seed  
 Shall, at Thy summons, from the grave spring up  
 To put on glory, to be girt with power,  
 And filled with immortality. Receive  
 Thanks, blessings, love, for these, Thy lavish boons,  
 And, most of all, their heavenward influences,  
 O Thou that gav'st us flowers.

*Heman*

Pronounce and Spell—

source	bur'-ied	re-cess'-es	fe'-ver-ish
blos'-som	pow'-er	re-lig'-ion	u'-ni-verse
re-prove'	sum'-mons	whis'-per-ings	in'-flu-en-ces
na'-ture	fill'-ed	ten'-der-ness	im-mor-tal'-i-

## LESSON XXIV.

## ON VALUE.—PART I.

**con-ve'-ni-ent**, easy to use**smelt'-ed**, melted**ex-change'**, giving one thing for another**reck'-on-ed**, considered**sense**, meaning**dis-gust'-ing**, loathsome

1. Gold and silver are the most convenient metals to use as money, because they take up but little room in proportion to their value. Hence they are called the precious metals.

2. But why should gold and silver be of so much more value than iron? for they are not nearly so useful. We should be very ill off without knives and scissors, and spades and hatchets, and these could not be made so well from any thing as from iron, and silver and gold would make very bad tools indeed.

3. To understand this, you must remember that it is not the most useful things that are of the most value. Nothing is more useful than air and water, without which we could not live. Yet these are in most places of no value, in the proper sense of the word; that is, no one will give anything in exchange for them, because he can have them without any payment at all.

4. In some places, indeed, water is scarce, and then people are glad to buy it. You may read in Scripture of many quarrels that arose about wells

of water, because in some of the eastern countries water is so scarce that a well is a very important possession. But water is not more useful in those places, where people are glad to buy it, than it is here, where, by the bounty of Providence, it is plentiful. It is the scarcity that gives it value, and where iron is scarce it is of great value.

5. Some islands which our ships have visited produce no iron; and the people there are glad to get a few nails in exchange for a good supply of food. But in most countries, iron, which is the most useful of all metals, is also, through the goodness of Providence, the most plentiful. But still it is of some value, because it must be dug from the mines, and smelted in furnaces, and wrought into tools, before we can make use of it. If knives and nails were produced by nature, ready made, and could be picked up everywhere like pebbles, they would be of no value, because everyone might get them for nothing; but they would be just as useful as they are now.

Pronounce and Spell—

pre'-ci-ous	pro-por'-tion	pos-ses'-sion	im-port'-ant
knives	re-mem'-ber	pro-duc'-ed	east'-ern
scis'-sors	wrought	fur'-na-ces	scar'-ci-ty

QUESTIONS.—Why are gold and silver the most convenient metals to use as money? Why are they of more value than iron? Why are air and water of no value in the strict sense of the word? In what countries is water of great value? What metal is scarce in some islands?

## LESSON XXV.

## ON VALUE.—PART II.

**ex-pen'-sive**, costly**con-sti-tu'-tion**, frame of body**in-tem'-per-ance**, excess**trans-fer'**, pass to

1. Scarcity alone, however, would not make a thing valuable if there were no reason why anyone should desire to possess it. There are some kinds of stone which are scarce, but of no value, because they are of neither use nor beauty. You would not give anything in exchange for such a stone; not because you cannot easily get it, but because you have no wish for it.

2. But a stone which is scarce and very beautiful may be of great value, though it is of no use but to make an ornament for the person. Such are diamonds, and rubies, and many others. Many people will work hard to earn money enough to buy, not only food and necessary clothing, but also lace and jewels and other articles of finery.

3. And they desire these things the more, because, besides being beautiful to the eye, they are reckoned a sign of wealth in the person who wears them. A bunch of wild flowers will often be a prettier ornament than a fine ribbon, or a jewel; but persons like better to wear these latter, to show that they can afford the cost of them; whereas the wild flowers may be had for picking.



4. There is no harm in people desiring to be well dressed; but it is a pity that so many should be fond of expensive finery, which often brings them to poverty. And often they spend money on ornaments, which would be better laid out in buying good useful clothes and furniture. A mixture of finery with rags and dirt is a most unpleasant sight.

5. You understand now, I hope, that whatever is of value must not only be desirable for its use or beauty, or some pleasure it affords, but also for its scarcity; that is, it must be so limited in supply, that it is not to be had for nothing. And of all things which are desirable, those are the most valuable which are the most limited in supply; that is, the hardest to be got.

6. This is the reason why silver and gold are of more value than iron. If they had been of no use or beauty at all, no one would ever have desired them; but, being desirable, they are of greater value than iron, because they are much scarcer, and harder to be got. They are found in but few places and in small quantities.

7. But besides being desirable and being scarce, there is another point required for a thing to have value, or, in other words, to be such that something else may be had in exchange for it. It must be something that you can part with to another person.

8. For instance, health is very desirable, and is what every one cannot obtain ; and hence we sometimes speak of health as being of value, for no one can give his health to another in exchange for something else.

9. Many a rich man would be glad to give a thousand pounds, or perhaps ten thousand pounds, in exchange for the healthy constitution and strong limbs of a poor labourer ; and perhaps the labourer would be glad to make such a bargain, but though he might cut off his limbs he could not make them another man's ; he may throw away his health, as many do by intemperance, but he cannot transfer it ; that is, part with it to another person.

Pronounce and Spell—

di'-a-monds	beau'-ti-ful	ex-pen'-sive	de-sir'-a-ble
la'-bour-er	or'-na-ment	flow'-ers	beau'-ty

QUESTIONS.—What else must there be besides scarcity to make an article valuable ? What may be of great value though of no use ? What are diamonds and rubies considered by those who wear them ? Why are flowers of not so much value as diamonds, although often much prettier ? Why is it wrong of some people to spend much money in finery ? Besides being scarce and desirable, what other quality is there necessary to make any article valuable ? Why is health not of value in the strict sense of the word ?



## LESSON XXVI.

## KING CANUTE.

**mood**, humour**re'-gal**, kingly**ser'-vile**, slavish**court'-iers**, attendants**scep'-tre**, a staff carried by kings**man'-date**, royal command**meed**, reward**fet'-ters**, iron chains**wor'-thi-er**, nobler**main**, the sea

1. Upon his royal throne he sat,  
     In a monarch's thoughtful mood ;  
     Attendants on his regal state  
     His servile courtiers stood,  
     With foolish flatteries, false and vain,  
     To win his smile, his favour gain.
2. They told him e'en the mighty deep  
     His kingly sway confessed ;  
     That he could bid its billows leap,  
     Or still its stormy breast !  
     He smiled contemptuously and cried—  
     "Be then my boasted empire tried !"
3. Down to the ocean's sounding shore  
     The proud procession came,  
     To see its billows' wild uproar  
     King Canute's power proclaim ;  
     Or, at his high and dread command,  
     In gentle murmurs kiss the strand.
4. Not so thought he, their noble king,  
     As his course he seaward sped ;  
     And each base slave, like a guilty thing,  
     Hung down his conscious head.  
     He knew the ocean's Lord on high !  
     They, that he scorned their senseless lie.



5. His throne was placed by ocean's side,  
He lifted his sceptre there ;  
Bidding, with tones of kingly pride,  
The waves their strife forbear :—  
And while he spoke his royal will,  
All but the winds and waves stood still.
6. Louder the stormy blast swept by,  
In scorn of his idle word ;  
The briny deep its waves tossed high,  
By his mandate undeterred,  
As threatening, in their angry play,  
To sweep both king and court away.
7. The monarch, with upbraiding look,  
Turned to the courtly ring ;  
But none the kindling eye could brook  
Even of his earthly king ;  
For in that wrathful glance they see  
A mightier monarch wronged than he !
8. Canute ! thy regal race is run ;  
Thy name had passed away,  
But for the meed this tale hath won,  
Which never shall decay ;  
Its meek, unperishing renown  
Outlasts thy sceptre and thy crown.
9. The Persian, in his mighty pride,  
Forged fetters for the main ;  
And when its floods his power defied,  
Inflicted stripes as vain ;  
But it was worthier far of thee  
To know thyself than rule the sea !

Pronounce and Spell—

wrath'-ful	up-braid'	con'-scious	flat'-ter-ies
pro-claim'	threat'-en-ing	might'-i-er	un-per'-ish-ing
boast'-ed	mur'-murs	at-tend'-ants	pro-ces'-sion



## LESSON XXVII.

## THE ARCTIC REGIONS.—PART I.

**ex-plo-ra'-tion**, examination**ex-pe-di'-tions**, voyages**re'-gions**, countries**floe**, a field of floating ice**mo-not'-o-ny**, sameness**keel**, the bottom of the ship**ice'-berg**, a floating mountain of ice**crit'-i-cal**, dangerous

1. The inhabitants of the British Isles have always taken a deep interest in the exploration of the Arctic regions. During the past fifty years, many expeditions, fitted out by the Government

or private individuals, have been sent there to examine the seas, and to explore the shores of the unknown lands that lie around the North Pole.

2. These expeditions have been attended with the greatest danger. Sometimes the ships have been crushed to pieces between great icebergs, and the crews have perished with cold and hunger. At other times the ships have been frozen up, and hemmed in for months by enormous masses of ice, which have daily threatened the ship and crew with destruction.

3. The following account of the ship "Terror," sent out by the Government in 1838, to explore the regions around the northern part of Hudson's Bay, and which was frozen up in the ice for ten months, will give some idea of the difficulties and dangers that attend Arctic exploration.

4. The "Terror" sailed from Chatham on the 14th of June, and reached Davies's Strait on the 28th of July. On entering Hudson's Strait the ship encountered contrary winds and much drift ice. By careful sailing the ship managed to keep clear of the great floes until the 13th of September, when the wind blew a gale, and large masses of ice were driven towards the ship.

5. The larger pieces pushed over the smaller ones, and formed an immense field of rough ice, wedged together and piled up, in rugged masses, to the height of fifteen or sixteen feet.

6. Further progress was impossible, and equally so to return to England. Every provision was made to secure the safety of the ship by putting out anchors on the ice, and by attempting to cut, with ice-saws, a kind of dock for the vessel to float in.

7. The latter was found impossible, and the ship, embedded in a great ice floe, drifted up and down with it until the severe frost froze all into one solid mass, over which the sea had no power. Every provision was made for the comfort of the men, and the monotony of the long dreary winter was relieved by playing football on the ice, varied by concerts and an evening school held in the ship, when the weather was unfavourable for outdoor sports.

8. On the 17th of February, the great ice floe, in which the ship was embedded, at length began to crack. Gaps appeared in the snow walls about the ship, and a crashing, rumbling noise was heard beneath the ice. The ship creaked and groaned as she rocked about; and the men rushed on deck, expecting that every moment she would be broken up by the pressure of the ice.

9. In expectation of such a disaster, blankets, clothing, and provisions were brought up on deck and carried on to the ice. The floes, however, although they pressed upon the vessel with great force, raised her up, and many of the opposing masses of ice, passed under her keel.



## LESSON XXVIII.

## THE ARCTIC REGIONS.—PART II.

**ag'-i-tat-ed**, put in motion**a-ban'-don-ing**, leaving**wedg'-ed**, firmly fixed**per'-il**, great danger**a-vert'-ed**, kept off**im-mense'**, very large

1. In this critical situation on the ice floes, the vessel remained for more than two months, until the 1st of March. Again the floes around her became violently agitated, rolling over each other with a frightful noise, and pressing upon the ship as violently as ever. Huge masses of ice floated down upon the ship, with a violence which threatened her destruction; and once more the men made arrangements for abandoning the vessel.

2. The fore part of the ship was raised higher than before, and a continual stream of ice passed under her keel. She became so completely wedged in at last, that the remainder of the floe pushed her upon a confused pile of broken ice.

3. In this position she remained for more than a week; then ominous sounds were heard beneath the ship, and at length, with a voice like thunder, the ice floe split up, and the ship was turned over on one side. The shock to the ship was so great that it was feared that, if even she got clear of the ice, she would not be seaworthy, and the carpenters were set to work to examine and strengthen her.

4. At the end of March, a northerly wind blew many of the large masses of ice away, and, on one *side of the* vessel, a good stretch of clear water was



to be seen; but, on the 10th of April, the wind suddenly changed, and brought down immense icebergs, which with resistless force dashed against the floe on which the ship was fixed.

5. This was the time of the crew's greatest peril, for the ship was greatly weakened by the long-continued assaults of the ice, and as the floe was broken up into small masses, there was now no place of refuge for the men if the ship had gone to the bottom. A sudden calm, however, averted the danger, and the ship again became firmly fixed in the ice until the middle of July.

6. The crew now began to fear that they should never get her out of the ice; but all laboured with a will, and by means of ice-saws the mass of ice around the ship was broken up, and, to the great joy of all, she floated again. The captain resolved to return to England without delay, as the crew were weakened by exposure and bad health, and the ship was in a sinking condition.

7. More than a week passed before the ship was clear of the icebergs, and could sail in open water. The men had to keep a constant look out, and the pumps to be kept continually at work, during the whole of the homeward voyage; and the ship was in a sinking condition when it reached the shores of England.

8. *The crew landed with thankful hearts that*

Providence had protected them during the great perils of an Arctic winter, and that they were once more safe and sound on their native land.

Pronounce and Spell—

<b>ex-plore'</b>	<b>an'-chors</b>	<b>vi'-o-lence</b>	<b>en-coun'-ter-ed</b>
<b>Chat'-ham</b>	<b>be-neath'</b>	<b>in-hab'-it-ants</b>	<b>im-pos'-si-ble</b>
<b>man'-aged</b>	<b>pres'-sure</b>	<b>gov'-ern-ment</b>	<b>pro-vi'-sion</b>
<b>im-mense'</b>	<b>at-tend'-ed</b>	<b>de-struc'-tion</b>	<b>ex-pect-a'-tion</b>

QUESTIONS.—What part of the world have the people of these islands desired to explore? What dangers do the ships encounter that go there? Where did the "Terror" sail from? How did the sailors endeavour to secure the safety of the ship? What prevented the vessel returning to England? How did the sailors spend the days and long winter nights? When spring came, what great dangers arose? What did the sailors expect? What happened to the fore part of the ship? How was she got out of the ice at last? What condition was the ship in when she arrived at home?

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LESSON XXIX.

THE SPRING JOURNEY.

<b>ten'-der</b> , young	<b>jo'-vi-al</b> , happy
<b>em'-er-ald</b> , of a green colour	<b>sped</b> , passed
<b>rap'-ture</b> , enjoyment	<b>skill</b> , wisdom
<b>ver'-nal</b> , spring	<b>gleam'-ed</b> , shone

1. Oh, green was the corn, as I rode on my way,  
And bright were the dews on the blossoms of May,  
And dark was the sycamore's shade to behold,  
And the oak's tender leaf was of em'rald and gold.
2. The thrush from his holly, the lark from his cloud,  
Their chorus of rapture sung jovial and loud;  
From the soft vernal sky to the soft grassy ground,  
There was beauty above me, beneath, and around.

3. The mild southern breeze brought a shower from the hill,  
 And yet, though it left me all dripping and chill,  
 I felt a new pleasure, as onward I sped,  
 To gaze where the rainbow gleam'd broad overhead.
4. Oh, such be life's journey, and such be our skill,  
 To lose, in its blessings, the sense of its ill ;  
 Through sunshine and shower may such progress be made,  
 That we feel not regret at the sight of the grave.

*Heber.*

Pronounce and Spell—

<b>bright</b>	<b>blos'-soms</b>	<b>pleas'-ure</b>	<b>re-gret'</b>
<b>sense</b>	<b>cho'-rus</b>	<b>gras'-sy</b>	<b>pro'-gress</b>
<b>thought</b>	<b>be-neath'</b>	<b>jour'-ney</b>	<b>syc'-a-more</b>

## LESSON XXX.

## GAS AND ITS INVENTOR.—PART I.

<b>con-junc'-tion</b> , connection with	<b>Dum-fries'-shire</b> , a county in the S.W. of Scotland
<b>em'-i-nent</b> , standing above others	<b>lo-co-mo'-tive</b> , moving from place to place
<b>in-flam'-ma-ble</b> , that can be lighted	<b>ac-quir'-ed</b> , obtained

1. We have all seen the rows of gas lamps lighting the streets of our towns, and the shop windows bright with the lighted jets of gas, making the busy street after sunset almost as light as day. It is well we should know something of the man to *whom* we are indebted for this useful invention.

2. The name of James Watt is well known in connection with his great discoveries by which the use of the steam engine has been applied to almost every form of manufacture.

3. In conjunction with Matthew Boulton, an eminent manufacturer of Soho, near Birmingham,



JAMES WATT.

Watt entered into a very important business as a **maker** of steam engines. The firm of Boulton and Watt soon acquired a world-wide reputation.

4. William Murdoch was the foreman of the **mechanical** department in this large and extending business. He was a native of Ayrshire, in Scotland.

Of his early life little is known, except that he built a handsome bridge over the Nith, in Dumfries-shire, which is still standing.

5. When he was twenty-three years old, in 1777, he joined Boulton and Watt at their infant factory at Soho, where his skill and good character soon gained for him the confidence of the firm.

6. In 1784 he made a model of a locomotive steam engine, which was the first ever made in this country; however, he never pursued the subject farther, or the triumphs of George Stephenson might have been anticipated.

7. In a very short time he was sent into Cornwall, to look after the working of the engines which the firm had erected, when he introduced many improvements in their working. His great invention was that of lighting by gas. It had long been known that a kind of inflammable air could be obtained from coal, and amusing experiments had sometimes been exhibited as an illustration of this fact; but William Murdoch was the first who taught us how to apply this fact to a really useful purpose.

Pronounce and Spell—

**dis-cov'-er-ies**

**in-debt'-ed**

**in-ven'-tion**

**con-nec'-tion**

**pur-su'-ed**

**bus'-i-ness**

**con'-fi-dence**

**man-u-fac'-ture**

**ex-per'-i-ments**

QUESTIONS.—How is the name of James Watt known? What firm became very celebrated? Who was William Murdoch? Where did he build a bridge? What did he make a model of? What was *his great invention*?

## LESSON XXXI.

## GAS AND ITS INVENTOR.—PART II.

**con-struct'-ed**, made**as-ton'-ish-ed**, surprised**in-te'-ri-or**, inside**a-dopt'-ed**, used**fame**, renown**lo-cal'-i-ty**, place

1. In 1792, while living at Redruth, in Cornwall, Murdoch lighted up his house and offices with this "gas,"\* as this new product was called. He had also a gas lantern constructed, with a jet attached to the bottom of the lantern, and a bladder of gas underneath, with which he lighted himself home at night across the moors, when returning from his work to his house at Redruth.

2. At the general rejoicings which took place in 1802, in consequence of the Peace of Amiens, the people living near the factory at Soho were astonished to see the front of the large building lighted up with gas; and, in the following year, the interior was lighted by the same method.

3. In 1807, Pall Mall was the first street in London that was so lighted. At first it met with great opposition. One member of the House of Commons asked in committee if Mr. Murdoch really meant to say that it would be possible to have a light without a wick? "Yes, I do, indeed," replied Murdoch. "Ah! my friend," said the member, "you are trying to prove too much."

4. Sir Humphry Davy, the greatest chemist of his age, and the inventor of the safety lamp, laughed at the idea, and wanted to know if it was intended

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\* The word "gas" was invented by a Belgian chemist, named Van Helmont, early in the 17th century, and has been generally adopted.



to take the dome of St. Paul's for a gasometer. It was generally believed that the gas was carried along the pipes *on fire*, and that the pipes must be intensely hot. When it was introduced into the House of Commons, members might be seen touching the pipes with gloved hands, and expressing their surprise to find them quite cool.

5. The invention was soon adopted, and gas companies were formed in most of the large towns. Meantime the modest inventor worked on in the factory of Boulton and Watt, making other useful inventions and improvements. He first suggested the method of warming greenhouses and buildings by the circulation of water through pipes from a boiler.

6. He sought for no fame, but devoted his life to constant and unceasing work. He lived to an advanced age, and died at Handsworth in 1839, in his eighty-fifth year. His body lies near those of his more widely known masters, Boulton and Watt, in Handsworth Churchyard, near Birmingham, and the three monuments of Boulton, Watt, and Murdoch still form objects of interest to visitors in that locality.

Pronounce and Spell—

un-ceas'-ing  
a-dopt'-ed

mon'-u-ments  
ad-vanc'-ed

con-struct'-ed  
sug-gest'-ed

QUESTIONS.—How did William Murdoch first use gas? When was gas first used in illuminations? What did a Member of Parliament say about it? What did Sir Humphry Davy think about it? What did people think about the gas pipes? What other improvements did Murdoch suggest? Where did he die? What monuments are often visited? In what churchyard are they to be found?

## LESSON XXXII.

## THE BATTLE OF HOHENLINDEN.

**Lin'-den**, or **Ho'-hen-lin-**  
**den**, a village in Bavaria  
**I'-ser**, a tributary of the  
 Danube  
**scen'-er-y**, appearance  
**rev'-el-ry**, the din of battle  
**riv'-en**, torn

**ar-til'-ler-y**, cannons  
**Frank**, ancient name of the  
 French  
**Hun**, the inhabitants of Hungary  
**Mu'-nich**, the capital of Bavaria  
**sep'-ul-chre**, tomb  
**can'-o-py**, covering

1. On Linden, when the sun was low,  
 All bloodless lay th' untrodden snow ;  
 And dark as winter was the flow  
 Of Iser, rolling rapidly.
2. But Linden saw another sight,  
 When the drum beat at dead of night,  
 Commanding fires of death to light  
 The darkness of the scenery.
3. By torch and trumpet fast arrayed,  
 Each horseman drew his battle blade ;  
 And furious every charger neigh'd,  
 To join the dreadful revelry.
4. Then shook the hills with thunder riven ;  
 Then rushed the steed to battle driven ;  
 And, louder than the bolts of heaven,  
 Far flashed the red artillery.
5. But redder yet those fires shall glow  
 On Linden's hills of stained snow ;  
 And bloodier yet shall be the flow  
 Of Iser, rolling rapidly.

6. 'Tis morn—but scarce yon level sun  
Can pierce the war-cloud rolling dun,  
Where furious Frank and fiery Hun  
Shout mid their sulphurous canopy.
7. The combat deepens : On, ye brave !  
Who rush to glory or the grave !  
Wave, Munich, all thy banners wave,  
And charge with all thy chivalry.
8. Few, few shall part where many meet !  
The snow shall be their winding sheet ;  
And every turf beneath their feet  
Shall mark a soldier's sepulchre.

*Campbell.*

Pronounce and Spell—

scarce	be-neath'	riv'-en	chiv'-al-ry
roll'-ing	ar-ray'-ed	sol'-dier	blood'-i-er
neigh'-ed	rap'-id-ly	fu'-ri-ous	com-mand'-ing
flash'-ed	rev'-el-ry	fi'-er-y	sul'-phur-ous

## LESSON XXXIII.

## ACROSS THE DESERT.

**A-ra'-bi-a**, a large peninsula in Asia      **strike**, take down  
**yield**, produce      **sol'-i-ta-ry**, lonely  
**stunt'-ed**, of small growth      **a-light'-ed**, got down

1. The great deserts of North Africa and Arabia are vast oceans of sand, with here and there a green spot called an oasis—an island in reality in the ocean of sand, as welcome to the weary traveller, as land is to the tired voyager. An English traveller has given the following graphic description of crossing one of these deserts.

2. "As long as you are journeying in the interior of the desert, you have no particular point to make for your resting place. The endless sands yield nothing but small, stunted shrubs; even these fail after the first two or three days, and from that time you travel over broad, desolate plains.

3. "You pass over newly-reared hills, and through valleys dug out by the last week's storm, and the hills and valleys are sand again. The earth is so sandy that you turn your eyes towards the sky; you look to the sun, for he is your task-master, and by him you know the measure of the work that remains for you to do.

4. "He comes when you strike your tent in the early morning; and then, for the first hour of the day, as you move forward on your camel, he stands at your near side, and makes you know that the whole day's toil is before you; then for a while—and for a long while—you see him no more, for you are veiled and shrouded, and dare not look upon the greatness of his glory, but you know where he strides overhead by the touch of his flaming sword.

5. "No words are spoken, but your Arabs moan, your camels sigh, your skin glows, your shoulders ache, and for sights you see the pattern and web of the silk that veils your eyes, and the glare of the outer light. But conquering time marches on, and by and by the descending sun has compassed the

heaven, and now softly touches your right arm, and throws your lank shadow on the sand towards Persia.



6. "Now again you look upon his face, for his power is all veiled in his beauty, and the redness of flames has become the redness of roses. The fair wavy cloud that fled in the morning now comes back once more—comes burning with blushes, yet *comes and clings* to his side.

7. "Then begins your season of rest. The world about you is all your own; and there, where you will, you pitch your solitary tent. When at last the spot had been fixed upon, and we come to a halt, one of the Arabs would touch the chest of my camel, and utter at the same time a peculiar gurgling sound.

8. "The beast instantly understood and obeyed the sign, and slowly sunk under me, till she brought her body to a level with the ground; then gladly enough I alighted.

9. "The rest of the camels were unloaded, and turned loose to browse upon the shrubs of the desert, where there were any, and if these failed, to wait for the small quantity of food that was allowed them out of our stores.

10. "My servants, helped by the Arabs, busied themselves in pitching the tent and lighting the fire. While this was being done, I walked away towards the east, trusting to the print of my foot as a guide for my return.

11. "Reaching at last some high ground, I could see, and see with delight, the fire of our own small encampment, and when at last I regained the spot, it seemed a very home that had sprung up for me in the midst of these solitudes.

12. "When the cold sullen morning dawned, and my people began to load the camels, I felt both to

give back to the waste the little spot of ground that had for a while glowed with the cheerfulness of a human dwelling.

13. "One by one the cloaks, the saddles, the luggage, and other things that strewed the ground, were taken up and laid on the camel's back, and all the signs that remained of our last night's resting place were the embers of the fire lying black on the sand."

Pronounce and Spell—

des'-ert	jour'-ney	re-al'-i-ty	de-scent'-ing
graph'-ic	sea'-son	de-scrip'-tion	trav'-el-ler
sword	bus'-i-ed	quan'-ti-ty	partic'-u-lar
veils	o'-a-sis	re-main'-ed	en-camp'-ment

QUESTIONS.—What are deserts? In what parts of the world are the largest deserts found? What is an oasis? Of what are deserts composed? In what manner are they crossed? What do travellers in crossing a desert suffer from? How do camels act when the rider wants to alight?

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LESSON XXXIV.

### A CHINESE DINNER PARTY.

de-part'-ure, leave	dig'-ni-fied, noble
in-vi-ta'-tion, an asking	com-menc'-ed, began
man'-da-rins, Chinese nobles	rar'-i-ty, scarceness

1. A few days before our departure from Canton, we received an invitation from a rich merchant to dine with him. The notes inviting us were much larger than those used in this country, and were written on beautiful red paper.

2. The merchant was in possession of the white button upon the top of his cap, which was of ivory, and marked the fifth rank of mandarins. On



arriving at his house, several servants with large lanterns met us, and a band played us a welcome.



3. The dress of the rich Chinese merchants invited to meet us was most splendid. They wore, over their silk coats, cloaks of the most costly furs. They kept their velvet caps upon their heads the whole evening, which gave them a very dignified appearance.

4. The guests seated themselves upon chairs, and tea was served to them in large cups, each with a small saucer, and these stood upon a gold or silver plate. The Chinese do not drink their tea as we do, but take it without either milk or sugar, and they like it as hot as possible.

5. In the next room music was kept up during the whole time of the feast. As soon as dinner was ready, we were shown into another room and seated at little tables, which were placed in the form of a semicircle. No one sat on the inner side of the tables, but this was hung with scarlet cloth, worked with gold and different coloured silks.

6. On the tables were the finest fruits, and most lovely flowers, beside sweets, slices of bread and butter, and hundreds of other things. Large numbers of little plates, filled with small pieces of cooked meats, oranges, plums, and other fruits, stood here also.

7. The feast commenced by the host bidding us eat of the best dishes; and while we partook of them, he spoke of the flavour or rarity of this or

that. Two small sticks were provided, instead of knives and forks, and with these we raised the food to our mouths.

8. The Chinese put no cloths upon the table; but, when one course of food is over, the table is cleared, and fresh things are served. When drinking, they hold the cup with both hands, and, after wishing each other health and happiness, drink it off at a draught; they then turn their cups towards each other, to show that they have drained every drop.

9. On one occasion, when I did not wish to take a whole cup, my Chinese friend showed me his cup, and kept making signs till I had finished mine. Soups were next served in small bowls, and everyone ate with his little china spoon.

10. Along with the soups were tarts, cakes, and chicken-hashes. Between the various dishes tea was handed round, during which we were able to rest ourselves so as to be ready for the next course.

11. After we had eaten of several sorts of food and soups, five small tables were brought in covered with roasted pork and all kinds of birds. Ten cooks now came in, dressed alike, and began carving with long knives; while other servants, who stood in front of the tables, received the little bits and handed them to us on small plates.

12. After *dinner* the cooks came in again, and

returned thanks for the honour of cooking for the grand company and serving them. The whole feast lasted quite six hours, and, altogether, some hundreds of dishes were served up.

Pronounce and Spell—

<b>guests</b>	<b>com'-pa-ny</b>	<b>ar-riv'-ing</b>	<b>i'-vo-ry</b>
<b>sau'-cer</b>	<b>pro-vid'-ed</b>	<b>hap'-pi-ness</b>	<b>ap-pear'-ance</b>
<b>hon'-our</b>	<b>oc-ca'-sion</b>	<b>re-ceiv'-ed</b>	<b>dif'-fer-ent</b>

QUESTIONS.—What did the visitors receive? On what were the notes written? What did the merchant wear on his cap? What did this show? How did he dress? How was tea served? What did they eat with? Why do they turn their cups to each other? What did the cooks do?

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#### LESSON XXXV.

### TIME.

<b>speeds</b> , hastes away	<b>sear</b> , withered
<b>dis-tract'-ed</b> , frantic	<b>fath'-om-less</b> , bottomless
<b>leaf'-lets</b> , small leaves	<b>tress'-es</b> , locks of hair

1. Time speeds away—away—away :  
 Another hour—another day—  
 Another month—another year—  
 Drop from us like the leaflets sear ;  
 Drop like the life-blood from our hearts ;  
 The rose bloom from the cheeks departs,  
 The tresses from the temples fall,  
 The eye grows dim and strange to all.
2. Time speeds away—away—away,  
 Like torrent in a stormy day ;  
 He undermines the stately tower,  
 Uproots the tree, and snaps the flower ;

And sweeps from our distracted breast  
 The friends that loved—the friends that blest :  
 And leaves us weeping on the shore,  
 To which they can return no more.

3. Time speeds away—away—away :  
 No eagle through the skies of day,  
 No wind along the hills can flee  
 So swiftly or so smooth as he.  
 Like fiery steed—from stage to stage,  
 He bears us on from youth to age ;  
 Then plunges in the fearful sea  
 Of fathomless Eternity.

Pronounce and Spell—

smooth  
 bloom

friends  
 de-parts'

tem'-ple  
 ea'-gles

plung'-es  
 e-ter'-ni-ty

#### LESSON XXXVI.

### THE CROW.

con-sid'-er, think  
 dis-tin'-guish, tell  
 tint, colour

as-sem'-ble, come together

sol'-i-ta-ry, lonely  
 nat'-u-ral-ist, one who studies  
 the habits of animals  
 dis-perse', go away

1. Many people are apt to consider the crow and the rook to be one and the same bird, and even those who see them often are unable to distinguish one from the other. In reality, they are quite different kinds of birds, as distinct in their character and habits as a hare and a rabbit.

2. The common black crow is a little larger than a rook, being about twenty inches in length, and

two and a half pounds in weight. The plumage is wholly black, with the exception of a slight greenish tint on the upper part.

3. Crows seldom go about in droves like the rooks, but are found in pairs, often frequenting the same fields daily throughout the year. The general food of crows consists of young birds, eggs, and any of the smaller animals they are able to kill. On one occasion a person walking near a wood heard a shrill cry, and on running to see from whence it



arose, discovered that a crow had caught a young rabbit that was making great efforts to release itself, but in vain, for the crow succeeded in carrying it away.

4. Sometimes these birds assemble in large numbers, as if summoned together for some great occasion. These assemblies have attracted the more attention on account of the solitary nature *of the bird*. The meetings seem to partake of the

nature of a trial, for a naturalist who observed one of them states that, as soon as they have all arrived, a very general noise takes place. Shortly after, the whole of them fall upon one or two individuals and put them to death, after which they quietly disperse.

5. The nest of the crow, in appearance, is something like that of the rook, but differs in the inside. The nest of the rook is of twigs, woven inside in a kind of basket-work, whereas the nest of the crow is lined inside with wool, fur, and down.

6. Crows were so numerous in England in the reign of Henry the Eighth, that laws were made to keep their numbers down. Every village was ordered to provide crow nets for ten years, and all the inhabitants, at certain times, were to assemble and consult on the best means of killing them.

Pronounce and Spell—

dis-tinct'	re-lease'	re-al'i-ty	oc-ca'sion
plu'-mage	sum'-mon-ed	dif-fer-ent	at-ten'-tion
green'-ish	pro-vide'	char'-ac-ter	dis-cov'-er-ed
con-sists'	un-a'-ble	ex-cep'-tion	ap-pear'-ance

QUESTIONS.—Why do people often consider crows and rooks to be the same kind of birds? What is the size and weight of the crow? What do crows feed upon? What animals do they sometimes kill? When they assemble in large numbers, what is it supposed to be for? In what do their nests differ? In whose reign were crows very abundant in England? How were their numbers kept down?

## LESSON . XXXVII.

## A BEE-HUNT IN THE FAR WEST.

**en-camp'-ed**, residing in tents**far West**, the Western States of  
America**har'-bin-ger**, forerunner**prai'-ries**, meadows**nec'-tar**, sweet food**quest**, in search**glade**, an open space in a wood**plied**, used**lim'-pid**, clear

1. The beautiful forest in which we were encamped abounded in bee-trees; that is to say, trees in whose decayed trunks wild bees had established their homes. It is surprising in what countless swarms bees have overspread the far West within a moderate number of years.

2. The Indians consider them the harbinger of the white man, and say that in proportion as the bee advances, the Indians and the buffalo retire. We are always accustomed to associate the hum of the bee, with the farmhouse and the flower garden, and to consider these industrious little insects as connected with the busy haunts of men.

3. Since their first introduction into America they have spread rapidly in all directions. They swarm in myriads in the noble groves and forests that skirt and intersect the prairies, or that extend along the banks of the rivers. It seems as if these beautiful regions answer well to the description of "a land flowing with milk and honey," for *the rich* pasturage of the prairies is calculated to

sustain countless herds of cattle, whilst the flowers that beautify them are a very paradise for the nectar-seeking bee.

4. We had not been long in camp when a party set out in quest of a bee-tree, and being curious to witness the gathering of the honey, I gladly accepted an invitation to accompany them. The party was headed by a veteran bee-hunter, a tall lank fellow, with a straw hat on his head, shaped not unlike a beehive.

5. After proceeding some distance, we came to an open glade on the skirts of the forest. Here our leader halted, and then advanced quietly to a low bush, on the top of which he had, in the morning, placed a piece of honey-comb. This, I found, was the bait for the wild bees. Several were humming about it and diving into its cells.

6. When they had laden themselves with the honey, they would rise up into the air, and dart off in one straight line with the velocity of a swallow. The hunters watched attentively the course they took, and then set off in the same direction, stumbling along over twisted roots and fallen trees, with their eyes turned up towards the sky.

7. In this way they traced the busy laden bees to their hive, in the hollow trunk of a tall oak tree. The hole by which they entered was nearly sixty



feet from the ground. Two of the bee-hunters now plied their axes at the foot of the tree, to fell it to the ground.

8. The spectators drew off at a cautious distance to escape the falling of the tree and the stings of the bees. The bees, however, took no notice of the attack upon their home, and went about their work as busily as ever.

9. At length down came the tree, with a terrible crash, bursting open from end to end, and displaying an immense quantity of honey. One of the hunters immediately ran up with a wisp of lighted hay as a defence against the bees. The latter, however, made no attack upon us, and seemed stupefied with the disaster that had befallen them.

10. Every one of the party now fell to work with spoon and hunting knife, to scoop out the flakes of honey-comb with which the hollow tree was stored. Some of the combs were of old date, and of a deep brown colour; others were pure white, and the honey in their cells almost limpid.

11. Such of the combs as were entire were conveyed to the encampment, and the honey in those that were broken was eaten on the spot. Every bee-hunter was seen with a rich morsel in his hand, which was disappearing as rapidly as a jam tart before the holiday appetite of a school boy.

*Washington Irving.*

Pronounce and Spell—

in'-sects	col'-our	de-cay'-ed	par'-a-dise
re'-gions	cu'-ri-ous	es-tab'-lish-ed	in-vi-ta'-tion
sus-tain'	in-ter-sect'	pro-por'-tion	ac-com'-pa-ny
watch'-ed	en'-ter-ed	in-dus'-tri-ous	ve-loc'-i-ty
twist'-ed	beau'-ti-ful	cal'-cu-lat-ed	ac-cus'-tom-ed

QUESTIONS.—What country is called the far West? What insects are found here in large numbers? What do the Indians consider bees? Why is the far West a good place for bees? How do the bee-hunters ascertain where the bees' nests are? When they find out the tree, how do they get the honey? What colour is the comb?

#### LESSON XXXVIII.

### SCENE AFTER A SUMMER SHOWER.

dense, very thick	o'-dours, sweet scents
ex-pands', opens	rev'-el, take great delight in
glo'-ri-ous, grand	pearl'-y, like pearls

1. The rain is o'er—how dense and bright  
Yon pearly clouds reposing lie!  
Cloud above cloud, a glorious sight,  
Contrasting with the dark blue sky!
2. In grateful silence earth receives  
The general blessing; fresh and fair,  
Each flower expands its little leaves,  
As glad the common joy to share.
3. The softened sunbeams pour around  
A fairy light, uncertain, pale;  
The winds flow cool; the scented ground  
Is breathing odours on the gale.

4. 'Mid yon rich clouds' majestic pile,  
Methinks some spirit of the air  
Might rest to gaze below a while,  
Then turn to bathe and revel there.



5. The sun breaks forth—from off the scene,  
Its floating veil of mist is flung ;  
And all the wilderness of green  
With trembling drops of light is hung.

6. Now gaze on nature—yet the same,—

Glowing with life, by breezes fanned,

Luxuriant, lovely, as she came

Fresh in her youth, from God's own hand.

Pronounce and Spell—

pearl'-y	re-ceives'	glo'-ri-ous	trem'-bling
grate'-ful	re-pos'-ing	con-tract'-ing	lux-u'-ri-ant

LESSON XXXIX.

WAGES.—PART I.

lim-it-a'-tion, restriction	ac-quire', obtain
pro-cur'-ing, obtaining	ex-pect-a'-tions, desires
ge'-ni-us, a peculiar bent of mind	skill, knowledge

1. Some workmen are paid higher wages than others. A carpenter earns more than a ploughman, and a watchmaker more than either; and yet this is not from the one working harder than the other. It is the same with the labour of the mind as with that of the body. A clerk, who has to work hard at keeping accounts, is not paid so high as a lawyer or a physician.

2. You see from this that the rate of wages does not depend on the hardness of the labour, but on the value of the work done. But on what does the value of the work depend?

3. The value of each kind of work is like the value of anything else; it is greater or less, according to the *limitation of its supply*—that is, to the difficulty of procuring it. If there were no more

expense, time, and trouble in procuring a pound of gold than a pound of copper, then gold would be of no more value than copper.

4. But why should the supply of watchmakers and surgeons be more limited than of carpenters and ploughmen? That is, why is it more difficult to make a man a watchmaker than a ploughman?

5. The chief reason is, that the education required costs more. A long time must be spent in learning the business of a watchmaker or a surgeon before a man can acquire enough skill to practise; so that unless the person or his parents are able to support him all this time, and also to pay his master for teaching him the art, he cannot become a watchmaker or a surgeon. No father would go to the expense of bringing up his son a surgeon or watchmaker, even though he could well afford it, if he did not expect him to earn more than a carpenter, whose education costs much less.

6. But sometimes a father is disappointed in his expectation. If the son should turn out stupid or idle, he would not acquire skill enough to maintain himself by his business, and then the expense of his education would be lost. It is not the expensive education of a surgeon that causes him to be paid more for setting a man's leg, than a carpenter is for mending the leg of a table, but the expensive education causes fewer people to become surgeons.

7. It causes the supply of surgeons to be limited, that is, confined to a few; and it is this limitation that is the cause of their being better paid. So that you see the value of each kind of labour is higher or lower, like that of all other things, according as the supply is limited.

8. Natural genius will often have the same effect as the expensiveness of the education, in causing one man to be better paid than another. For instance, one who has a natural genius for painting may become a very fine painter, though his education may not have cost more than that of an ordinary painter; and he will then earn perhaps ten times as much, without working any harder at his pictures than the other. But the cause why a man of natural genius is higher paid for his work than another is still the same. Men of genius are scarce; and their work, therefore, is of the more value from being more limited in supply.

9. Some people fancy that it is unjust that one man should not earn as much as another who works no harder than himself. There certainly would be a hardship if one man could force another to work for him at whatever wages he chose to give.

10. It would be a hardship if I were to force anyone to sell me anything, either his labour, or his cloth, or cattle, or corn, at any price I should choose to fix. But there is no hardship in leaving all buyers and sellers free—the one to ask whatever

price he might think fit, the other to offer what he thinks the article is worth. A labourer is a seller of labour; his employer is a buyer of labour; and both ought to be left free.

11. If a man choose to ask ever so high a price for his potatoes, or his cows, he is free to do so; but then it would be very hard that he should be allowed to force others to buy them at that price, whether they would or no. In the same manner, an ordinary labourer may ask as high wages as he likes, but it would be very hard to oblige others to employ him at that rate, whether they would or no. The labourer himself would think it so if the same rule were applied to him, that is, if a tailor, a carpenter, and a shoemaker could compel him to pay for their articles whatever price they chose to fix.

Pronounce and Spell—

law'-yer	ex-pense'	dif-fi-cul-ty	ar-ti-cle
de-pend'	phy-si'-cian	or-di-na-ry	car'-pen-ter
sur'-geon	ac-cord'-ing	al-low'-ed	em-ploy'-er
prac'-tise	ed-u-ca'-tion	nat'-u-ral	dis-ap-point'-ed

QUESTIONS.—Why is a carpenter paid more than a ploughman? Why is a watchmaker paid more than either of these men? Who is paid the better, a clerk or a lawyer? On what does the value of any kind of work depend? Why are there fewer watchmakers and surgeons than carpenters and ploughmen? Why is a surgeon paid more for setting a man's leg than a carpenter for mending the leg of a table? Why is a man with a natural genius for painting paid better than an ordinary painter? Why do some people think all *people's wages* should be the same? Why is this wrong?

## LESSON XL.

## WAGES—PART II.

<b>pen'-al-ty</b> , some kind of punishment	<b>ap-proach'</b> , the coming
<b>in-tem'-per-ance</b> , drunkenness	<b>re-lieve'</b> , satisfy
<b>im-prov'-i-dence</b> , want of forethought	<b>dif'-fer-ent</b> , unlike

1. Many years ago laws were often made to fix the wages to be paid for labour. It was forbidden, under a penalty, that higher or lower wages should be asked or offered for each kind of labour, than what the law fixed.

2. But laws of this kind were found never to do any good; for when the rate fixed by law, for farm labourers, for instance, happened to be higher than it was worth a farmer's while to give for ordinary labourers, he turned off all his workmen, except a few of the best hands, and employed these on the best land only, so that less corn was raised, and many persons were out of work who would have been glad to have worked at a lower rate, rather than earn nothing.

3. Then, again, when the fixed rate was lower than it would answer to a farmer to give to the best workmen, some farmers would naturally try to get these into their service, by paying them privately at a higher rate. The best way is to leave all the labourers and employers, as well as all other sellers and buyers, free to ask and to offer what they think fit, and to make their own bargain together, if they can agree, or to break it off, if they cannot.



4. Some workmen often suffer great hardship from which they might save themselves, by looking forward beyond the present day. They are apt to complain of others when they ought rather to blame their own imprudence.

5. If, when a man is earning good wages, he spends all as fast as he gets it in thoughtless intemperance, instead of laying by something against hard times, he may afterwards have to suffer great want when he is out of work, or when wages are lower ; but then he must not blame others for this, but his own improvidence. So thought the bees in the following fable :—

6. A grasshopper, half starved with cold and hunger at the approach of winter, came to a well stored beehive, and humbly begged the bees to relieve his wants with a few drops of honey.

7. One of the bees asked him how he had spent his time all the summer, and why he had not laid up a store of food like them ? “ Truly,” said he, “ spent my time very merrily, in drinking, dancing and singing, and never once thought of winter.”

8. “ Our plan is very different,” said the bee ; “ we work hard in summer, to lay by a store of food against the season when we foresee we shall want it ; but those who do nothing but drink, and dance and sing in the summer, must expect to starve in *the winter*.”

Pronounce and Spell—

la'-bour	be-yond'	mer'-ri-ly	pri'-vate-ly
in'-stance	com plain'	sea'-son	la'-bour-ers
an'-swer	earn'-ing	for-bid'-den	em-ploy'-ers
bar'-gain	hum'-bly	nat'-u-ral-ly	dif'-fer-ent

QUESTIONS.—What laws relating to wages were made many years ago? Why did these laws do no good? What did the farmers do to their labourers? If the farmer thought his men were underpaid, how did he evade the law? Why do some workmen suffer great hardships? If a man is earning good wages, what ought he to do? What does the fable of the bee and the grasshopper teach us?

#### LESSON XLI.

#### TIME.

Time's a hand's-breadth; 'tis a tale;  
 'Tis a vessel under sail;  
 'Tis an eagle on its way,  
 Darting down upon its prey;  
 'Tis an arrow in its flight,  
 Mocking the pursuing sight;  
 'Tis a short-liv'd fading flower;  
 'Tis a rainbow on a shower;  
 'Tis a momentary ray,  
 Smiling in a winter's day;  
 'Tis a torrent's rapid stream;  
 'Tis a shadow; 'tis a dream;  
 'Tis the closing watch of night,  
 Dying at the rising light;  
 'Tis a bubble; 'tis a sigh;  
 Be prepar'd, O man! to die.



## LESSON XLII.

## OUR SOLDIERS,

**Wa-ter-loo**, a place near Brussels, in Belgium, where the Duke of Wellington shattered the power of Napoleon, Emperor of the French, 18th June, 1815

**Houses of Par-lia'-ment**, the real governing power in the nation

**re-ject'-ed**, would have nothing to do with

**pro-po'-sal**, suggestion

**pos-ter'-i-ty**, those who come after us

**a-dorn'-ed**, made beautiful

**sac'-ri-fice**, give up

**flinch'-ed**, drew back

1. The life of a soldier must be a life of simple obedience to duty. He must be always ready to *obey orders*. He must leave home, country, and

friends, when the summons comes. However full of peril and danger, he must go where and when he is ordered to go. He must obey even though he has to march up to the cannon's mouth.

2. If on guard, he must not think of sleep. One moment's sleep may bring ruin and death to a whole army, and hence the punishment for such sleep is death. And all this must be done to save our lives, and preserve our homes from the attack of an enemy, to guard our liberties, and secure our rights.

3. A soldier must be ready to sacrifice his own life to save his country, or his fellow-soldiers. A story is told of a young French officer, more than a hundred years ago, who had been sent with an army into Germany. One evening he had advanced into a wood, leaving his men some distance behind him. He was suddenly surrounded by the soldiers of the enemy.

4. A voice whispered in his ear, "Make but the slightest noise, and you are a dead man!" He saw his position at once. The enemy were advancing to attack the French camp by surprise. If he were silent, he might save his own life, but his comrades would be killed, and his country disgraced. He shouted as loud as he could, and warned his men, but he was immediately killed. His death saved the army.

5. Though a soldier may have to fight, we need not suppose that he has pleasure in scenes of warfare and bloodshed. No man was braver or calmer in the hour of danger than the great Duke of Wellington, who won the battle of Waterloo in 1815. As he rode over that field after the battle, and heard the cries of the wounded, he turned to his officers and said, "I know nothing more terrible than a victory—except a defeat."

6. That great man was kind not only to his soldiers, but to his enemies. Even after the battle of Waterloo, he rejected with scorn a proposal to put his enemy Napoleon to death. "Such an act," he said, "would disgrace us with posterity. It would be said of us, that we were not worthy to be the conquerors of Napoleon."

7. The great feature which adorned the character of this illustrious man was his strong sense of duty. It was this which made him such a distinguished soldier and general. He lived chiefly for this grand purpose—to do his duty. If it was his duty to fight, he would fight with all his might, but if duty called him to sit still, he would do that, and nothing would turn him from it.

8. At one time the newspapers in England attacked him because he would not fight against the French in Spain when they thought he ought to do. The people were angry with him. His own soldiers were ready to rebel against him. The

officers asked for leave of absence that they might return to England. The Houses of Parliament murmured, but the Duke never flinched. He saw that it was his duty not to fight, and nothing should make him do it. At last he came into action, and then those who had blamed him most severely were obliged to confess how much wiser he was than they.

Pronounce and Spell—

per'-il	of-fi-cers	lib'-er-ties	mur'-mur-ed
mo'-ments	flinch'-ed	sac'-ri-fice	char'-ac-ter
slight'-est	o-be'-di-ence	ad-vanc'-ed	il-lus'-tri-ous
pleas'-ure	pun'-ish-ment	sur-round'-ed	dis-tin'-guish-ed

QUESTIONS.—Describe a soldier's life. Why does he live such a life? Give an instance of a soldier sacrificing his life to save his army. Show that soldiers do not necessarily delight in bloodshed. How did the Duke of Wellington treat his enemies? What was the special feature of his character? How can we prove ourselves good soldiers without fighting?

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LESSON XLIII.

## THE SOLDIER'S DREAM.

truce, a peace for a short time between two armies	roam'-ed, wandered des'-o-late, dreary
pal'-let, a rude bed	trav'-ers-ed, walked through
wolf-scar'-ing fag'-ot, a large fire of burning wood	fain, glad

1. Our bugles sang truce, for the night-cloud had lowered,  
And the sentinel stars set their watch in the sky ;  
And thousands had sunk on the ground overpowered,—  
The weary to sleep, and the wounded to die.

2. When reposing that night on my pallet of straw,  
By the wolf-scaring fagot that guarded the slain,  
At the dead of the night a sweet vision I saw,  
And thrice ere the morning I dreamt it again.
3. Methought from the battle-field's dreadful array  
Far, far I had roamed on a desolate track :  
'Twas autumn,—and sunshine arose on the way  
To the home of my fathers, that welcomed me back.
4. I flew to the pleasant fields traversed so oft  
In life's morning march, when my bosom was young ;  
I heard my own mountain-goats bleating aloft,  
And knew the sweet strain that the corn-reapers sung.
5. Then pledged we the wine-cup, and fondly I swore  
From my home and my weeping friends never to part :  
My little ones kissed me a thousand times o'er,  
And my wife sobbed aloud in her fulness of heart :—
6. " Stay, stay with us,—rest, thou art weary and worn ;"  
And fain was their war-broken soldier to stay ;  
But sorrow returned with the dawning of morn,  
And the voice in my dreaming ear melted away.

*Campbell.*

Pronounce and Spell—

pledg'-ed	ar-ray'	ful'-ness	des'-o-late
dread'-ful	bleat'-ing	low'-er-ed	re-turn'-ed
pleas'-ant	trav'-ers-ed	sen'-ti-nel	o-ver-pow'-er-ed





## LESSON XLIV.

## OUR SAILORS.

**de-rive'**, obtain**Col-um'-bus** discovered America in 1492.

He died in 1506

**ice'-berg**, a great mass  
of floating ice**ben'-e-fits**, advantages

1. In olden times, the sea was looked upon as an enemy to be dreaded. It is now looked upon as a friend or a servant, from whom we may derive great benefits. The sea has trained some of our noblest and bravest men. The dangers of the ocean have inspired men not only with a brave courage, but with a strong sense of duty. A sea-going life is a life of patience, and constant watchfulness.



2. An Italian sailor named Columbus discovered America, though the credit of the discovery belongs to Spain and not to Italy. It was a queen of Spain, Queen Isabella, who encouraged Columbus to undertake his great voyage, and gave him ships to go with. Afterwards the rulers of Spain used him very badly, and put this great sailor into prison, on false charges, and suffered him to die in poverty and neglect.

3. But we want to tell of some of the noble deeds of our sailors in later times. A good sailor is always true to his ship. He will never leave her in the hour of danger and peril.

4. Some years ago, one of the ships of war belonging to the King of England at the time, ran into an iceberg during a fog. Shipwreck seemed certain. The sailors worked hard at the pumps. Guns and stores were thrown overboard to lighten the vessel, but there seemed no hope of saving her. At last the boats were called for. The captain's servant asked the captain in which boat he would go. His answer was, "that he would stay with the ship, save her if he could, and, if needs be, sink with her." At last the ship was saved. The captain proved himself a true hero.

5. A few years later, a merchant ship, with upwards of three hundred passengers, was run into by a Spanish ship during a dark night, just off the *south coast* of England. The brave captain ordered

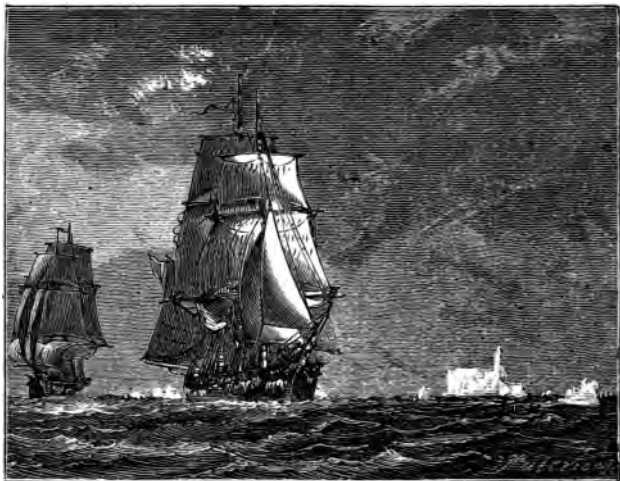
the boats to be let down, that the women and children might be got away in safety. Some passengers tried to rush into the boats. The noble-hearted captain stood with a revolver in his hand, declaring he would shoot the man who stood in the way. One man pushed forward. A shot in the leg disabled him. He was trying to save himself, leaving the women and children to drown. The captain's wife, to whom he had but just been married, and eighty-five other women and children were saved. The heroic captain went down with his ship.

6. Was not that a more noble act, and more unselfish, than that of the general who faces death in the battlefield? We may well be proud of our sailors, or, as we often call them, "Jack Tars." Theirs is indeed a life of hardship, but it brings out some noble qualities. Well will it be for all of us, if we can learn to imitate their willingness to do their duty even at the risk of life itself.

Pronounce and Spell—

dread'-ed	con'-stant	en'-e-my	dis-a'-bled
train'-ed	neg-lect'	pov'-er-ty	dis-cov'-er-ed
cour'-age	prov'-ed	he-ro'-ic	en-cour'-aged
pa'-tience	mer'-chant	qual'-i-ties	suf'-fer-ed

QUESTIONS.—How was the sea looked upon in olden times? How is it looked upon now? What kind of men has the sea trained? Who discovered America? Of what country was he a native? What country got the credit of the discovery, and why? What became of the discoverer? Give an instance of a sailor being true to his ship. Tell me the story of the brave death of a captain of a vessel. By what other name do we often speak of our sailors?



## LESSON XLV.

## YE MARINERS OF ENGLAND.

<b>mar'-in-ers</b> , sailors of the British	<b>Blake</b> , Admiral Blake, who
Navy	defeated the Dutch
<b>guard</b> , protect	<b>Nelson</b> , Admiral Nelson, who
<b>na'-tive seas</b> , seas around England	defeated the French
<b>stand'-ard</b> , the flag of England	<b>me'-te-or-flag</b> , bright flying
<b>quells</b> , subdues	<b>breeze</b> , the storm

1. Ye mariners of England !  
 That guard our native seas,  
 Whose flag has braved a thousand years  
 The battle and the breeze,  
 Your glorious standard launch again

To match another foe !  
And sweep through the deep,  
While the stormy winds do blow,  
While the battle rages loud and long,  
And the stormy winds do blow.

2. The spirits of your fathers  
Shall start from every wave !  
For the deck it was their field of fame,  
And ocean was their grave ;  
Where Blake and mighty Nelson fell,  
Your manly hearts shall glow,  
As ye sweep through the deep,  
While the stormy winds do blow ;  
When the battle rages loud and long,  
And the stormy winds do blow.
3. Britannia needs no bulwark,  
No towers along the steep ;  
Her march is o'er the mountain waves,  
Her home is on the deep.  
With thunders from her native oak,  
She quells the floods below,  
As they roar on the shore,  
When the stormy winds do blow ;  
When the battle rages loud and long,  
And the stormy winds do blow.
4. The meteor-flag of England  
Shall yet terrific burn ;  
Till danger's troubled night depart,  
And the star of peace return,  
Then, then, ye ocean warriors !

Our song and feast shall flow  
 To the fame of your name,  
 When the storm has ceased to blow ;  
 When the fiery fight is heard no more,  
 And the storm has ceased to blow.

*Campbell.*

Pronounce and Spell—

roar	heard	bul'-wark	de-part'
breeze	ceas'-ed	troub'-led	war'-ri-ors
launch	o'-cean	thou'-sand	ter-rif'-ic

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LESSON XLVI.

KEEPING GOOD TIME.

tri'-fling, unimportant	in-vit'-ed, asked
in-tend'-ing, meaning	mar'-shals, officers highest in rank
cred'-it, being trusted by others	sec'-re-ta-ry, one who attends to the private business of
man'-a-ges, succeeds	last cen'-tu-ry, from 1700 to 1799
con'-fi-dence, a feeling of trust	rulers and great men
lot, our work	pros'-pects, expectations
con-trol', direct	

1. The smallest and most trifling acts soon grow into fixed habits, and mark the whole character. It is very easy for boys and girls to get into the habit of being just too late. They get to the door of the school one minute behind time. The train has started as they reach the station. The service has begun when they enter the church. Thus, without intending it, they fall into the bad habit of *being behind time* for everything.

2. Bright prospects in life are often destroyed by this habit; and those who have begun well, have lost friends, money, and credit, because they do not, or they will not, learn to keep good time. This habit causes men not only to injure themselves, but to rob others. If one shilling can be



met in half an hour, and that half hour is lost waiting for another man, the one who was not waiting has been robbed of his shilling.

3. This habit arises sometimes from idleness, and sometimes from want of thought. The idle man

begins the day by being late. He keeps breakfast waiting because he will not get up. Then he has to hurry for his train or coach. These he sometimes loses, or sometimes just manages to catch. All the day he is hurrying to make up for his lost minutes, and is never able to keep his appointments at the proper time. No one can have confidence in him, and thus he loses both his business and his time, as well as the time of other people.

4. Sometimes he is busy with something else, and forgets his appointment, or thinks it will not matter, if he is a little late. The story is told of a general in the war between England and America, at the close of the last century, who lost a battle by not keeping his time. He was engaged in an interesting game, when a letter was handed to him. He put it on one side without reading, that he might go on with his game. He lost his chance. That letter told him that the enemy were crossing a river. It was too late. Had that letter been attended to at once, the whole result of the war might have been different.

5. On one occasion the great Napoleon invited his marshals to dine with him, and then talk over the plan of an important battle. As the clock struck, Napoleon began his dinner. In ten minutes the marshals came. Rising to meet them, Napoleon said, "Gentlemen, it is now past dinner, and we will begin business at once." The plans

had to be talked over by the marshals who had to go without their dinner.

6. Washington, the first President of the United States, was very particular about keeping time. One day his secretary blamed his watch as the cause of his being five minutes behind time. Washington replied, "Then, sir, either you must get a new watch, or I must get a new secretary."

7. If this habit is formed in youth of always being at the right place at the proper minute, it will be found easy to keep it up through life. If it should be our lot to serve others, this habit will make our service more valuable; and if we are to be masters, and control the movements of other people, it will make our rule more easy to bear, and will do much to secure our success, in whatever station of life we are called to move.

Pronounce and Spell—

min'-ute	con-trol'	bus'-i-ness	par-tic'-u-lar
pros'-pects	char'-ac-ter	cen'-tu-ry	sec'-re-tary
break'-fast	con'-fi-dence	oc-ca'-sion	val'-u-a-ble

QUESTIONS.—To what will smallest acts soon grow? What habit is it very easy to fall into when young? Whom do we injure by the habit of being late? What does this habit arise from? Give an instance of the loss of a battle by this habit. How did Napoleon punished his marshals for being late? What excuse was made to Washington for being late? How did Washington reply? What is the easiest way of learning to keep good time through life?





LESSON XLVII.

## GEORGE STEPHENSON.—PART I.

<b>fa-mil'-iar</b> , knows them very well	<b>con-struc'-tion</b> , way in which
<b>Na-po'-le-on</b> , Emperor of France ;	it was put together
who was carrying on wars	<b>James Watt</b> , the practical
throughout Europe from 1797	inventor of the steam engine,
to 1815	born 1736, died 1819
<b>su-per-in-tend'</b> , overlook	<b>rare'-ly</b> , very seldom

1. Many persons are now living who can well remember the time when there were no railways in existence. The steam-whistle had never sounded. No express train had rushed past village and farmhouse, carrying its living burden of human beings to the mighty city. Many can remember watching the making of the first railway near their homes, and their first journey in a railway carriage.

2. Now there are railways everywhere, and every child is familiar with them. How was this great change produced? Who first thought of making a steam engine dash through the country, dragging a train of carriages behind it? All this is due to a poor collier-boy, born in a cottage with clay floor and whitewashed walls, the son of a poor but honest collier. He was the second of six children. His father seldom earned more than twelve shillings a week, and it was all he could do to provide food and clothing for his family.

3. This boy's name was George Stephenson. He was born in June, 1781, in the colliery village of Wylam, about eight miles from Newcastle-on-Tyne, in Northumberland. George's father was very fond of birds and animals, and during the winter was usually surrounded, when at home, by tame robins, waiting for their crumbs. He was seldom without a tame blackbird or two, to fly in and out of the house at pleasure.

4. One day he took his little boy George to see a blackbird's nest for the first time. He held up the boy in his arms, and let him peep down between the branches at the nest full of birds. That sight was never forgotten, young as he was at the time, and throughout his busy life, he always kept up an intense love of birds and animals.

5. George lived like other boys whose parents could not afford to send them to school. He ran

errands, took care of the younger children, and loved, whenever he could, to listen to his father, who was clever in telling tales to his children. The story of his first earnings shows both his kindness of heart and his readiness in earning an honest penny.

6. His sister Nell had gone to Newcastle with George to buy a bonnet. One was selected, but it cost fifteen pence more than she had got. She was sadly disappointed at being unable to have that particular bonnet. George, however, bravely asked her to wait at a certain place, while he tried to gain the money. Away he ran into the crowd, while the girl waited hour after hour. The day began to grow dusk, the market people had nearly all gone, but no George was to be seen. She began to be frightened both for herself and for him. At last he came running up, exclaiming, "I've got the money for the bonnet, Nell!" "Yes," answered the timid girl, "but how have you got it?" "Holding the gentlemen's horses!" was the proud reply. The bonnet was bought, and the two returned home in triumph.

7. His first regular work was to look after some cows that were allowed to graze on the road. They belonged to a widow. To his great joy George was appointed to this work, for which he was to receive twopence a day. He used to employ *his spare* time chiefly in making engines out of

clay, in company with a young friend called Bill Thulwall. When he grew older, he was set to lead horses at the plough, and to hoe turnips, for which he received fourpence a day.

8. Soon after, to his great delight, he was taken to work with his father and elder brother at the pit, and at fourteen he was made assistant fireman, and received a shilling a day for his wages. Now, for the first time, he had to do with a *real* engine. He had not forgotten his clay engines, with pipes made of hemlock. He did not lose the opportunity of learning all he could about the engine, that he might some day be raised to be engineman. He worked hard, and was a thoroughly good, steady lad.

9. At the age of seventeen he obtained the post he had so deeply longed for, and was appointed engineman. If anything was wrong with the engine, which he could not put right, his duty was to call the chief engineer of the colliery. He needed such assistance very rarely. He studied every part of his engine so carefully, that he soon became thorough master of its construction. He was never weary of watching it, cleaning it, and taking it to pieces.

10. He was now eighteen, and did not even know his letters. Sometimes he would eagerly listen while anyone read to him by the engine-fire some startling news about Napoleon. He must

learn to read. He had heard something about the wonderful steam engines made by James Watt. It was all to be found in books. So the young man began to take lessons three nights a week in spelling and reading, and by the age of nineteen he was able to write his own name. Then he began arithmetic, and by working away at his sums on a slate, as he sat by his engine fire, he soon became skilled in arithmetic. At twenty years of age he was appointed to the important post of brakesman at a colliery at Black Callerton. His duty was to superintend the working of the engine and machinery. His wages were now about twenty shillings a week.

Pronounce and Spell—

rail'-ways	tim'id	brakes'-man	en-gin'-eer'
whis'-tle	chief'-ly	for-got'-ten	ea'-ger-ly
ex-press'	fore'-man	read'-i-ness	ex-ist'-ence
drag'-ging	hem'-lock	ex-claim'-ing	won'-der-ful
col'-lier	stud'-ied	reg'-u-lar	su-per-in-tend'
in-tense'	skill'-ed	thor'-ough-ly	ma-chin'-er-y

QUESTIONS.—What can many persons remember? Who first introduced railways and carriages drawn by engines? Tell what you can about George Stephenson's father. Where was George Stephenson born? What did George's father show his boy when he was very young? What was the effect upon the boy? Tell the story of George's first earnings. What was his first regular work? What wages did he receive? How did he amuse himself while looking after cows? When had he first to do with a real engine? What appointment did he get at the age of seventeen? What did he resolve to do at eighteen? How did he learn arithmetic? What *post* did he get at twenty? What wages was he receiving?

## LESSON XLVIII.

## GEORGE STEPHENSON.—PART II.

<b>in'-come</b> , money to live on	<b>fail'-ure</b> , completely breaking down
<b>thrif't</b> , carefulness	
<b>lei'-sure</b> , spare time	<b>e-nor'-mous</b> , very large
<b>scheme</b> , plan	<b>op-po-si'-tion</b> , trying to prevent its being made
<b>a-chieve'-ment</b> , work	<b>pro-mot'-ers</b> , people who had supported it
<b>lo-co-mo'-tive</b> , moving from place to place	<b>com-pe-ti'-tion</b> , a public trial
<b>en-trust'-ed</b> , gave it into his hands	<b>a-ward'-ed</b> , given
<b>so-bri'-e-ty</b> , temperance	

1. George Stephenson now began to think of making a home of his own. To add to his income, he became very clever in mending and making shoes. Out of these earnings he contrived to save his first guinea, and when this was done, he considered himself a rich man. The first guinea saved by a working man out of his hard earnings is an important event, and in every man's life the first savings mark a great step. Thrift, joined with industry and sobriety, will generally secure to every man an honourable living. Here was the secret of Stephenson's success.

2. He married in 1802. His leisure was still employed in mending shoes, and then in making shoe-lasts, in which he did a good trade. Then he undertook to mend clocks, and became one of the most famous clock-doctors in the neighbourhood.

3. A heavy trial befell him in the early death of his wife, leaving one son, Robert Stephenson.

Sending his motherless boy to his own father and mother, he went to Scotland to manage a large engine. On his return he found his father quite blind, and for some time he entirely supported him, and spent his savings to pay off his father's debts.

4. We need not relate every step in his upward career. In 1812, when thirty-one years old, he was



appointed engine-wright at Killingworth Colliery at a salary of £100 a year. At this time he was supporting his father and educating his son, and yet by care and industry he had succeeded in saving his first hundred guineas. The first guinea saved a few years before, had now increased a *hundredfold*.

5. In 1813 Stephenson began what proved to be the great achievement of his life—the construction of an improved locomotive steam engine. Those already in use were extremely awkward and clumsy, and sometimes would not move. For ten months he was busy with it, and when finished, he found it would go at the rate of four miles an hour. In the following year, 1815, he made one very much better. These were used to draw coals up and down from the pit at Killingworth.



6. In 1821 an Act of Parliament was obtained for the construction of a railway or tramroad from Stockton to Darlington. One Mr. Edward Pease was the chief promoter of this enterprise. Stephenson went to see him to offer his services, and Mr. Pease, liking the honest, sensible look of the man, engaged him. Stephenson asked him to come over to Killingworth, to see what his engine could do. Mr. Pease was so pleased with it that he entrusted Stephenson with the plans for the new railway.



7. In 1825 this line was opened. Large crowds assembled, many expecting it would prove a huge failure. At a given signal off started the engine, driven by Stephenson himself, with a very great number of carriages, at the rate of four or five miles an hour.

8. Such was the success of this line, though it had only one passenger coach, like a travelling show, that another line between Liverpool and Manchester was resolved upon. Every possible form of opposition was adopted to prevent the scheme being carried out. People were told that the noise of the engines would prevent cows grazing and hens laying. The poisoned air from the locomotives would kill all the birds. Houses near the line would be burnt. Horses would no longer be required, and farmers would be unable to sell their oats or their hay.

9. In spite of all, the scheme was carried out. Stephenson was appointed engineer. The promoters were very frightened about using a locomotive. Stephenson pressed its claims against the opinion of all the directors. At last it was resolved to offer a prize of £500 for the best locomotive, to be tested by public competition on a certain day. On the appointed day four locomotives appeared at the appointed place. After repeated trials the prize was awarded to Stephenson's own engine, "*The Rocket*."

10. The victory was won. The collier boy of

Northumberland became the first railway engineer in the country. The line between Liverpool and Manchester was opened in 1830, and since then thousands of miles of railways have been laid down.

11. Stephenson rose rapidly to wealth and fame, but he kept up his old simple habits, and especially his love of animals and birds, to the last. He never forgot his old friends or the scenes of his early youth. He died at the age of sixty-seven, in 1848, honoured for his noble efforts and his successful perseverance, and loved for his upright and manly character.

Pronounce and Spell—

clev'er	clum'sy	ex-treme'ly	neigh'-bour-hood
guin'ea	con-triv'ed	Par'lia-ment	suc-cess'ful
mar'ried	con-sid'er-ed	en'ter-prise	gen'er-al-ly
be-fell'	in'dus-try	as-sem'-bled	ed'-u-ca-ting
ca-reer'	char'-acter	e-nor'-mous	es-pe'-cial-ly
awk'-ward	suc-ceed'-ed	o-pin'-ions	per-se-ver'-ance

QUESTIONS.—How did Stephenson employ his spare time? What did he continue to do out of his earnings? What is an important step in every person's life? What was the secret of Stephenson's success? After marriage what new work did Stephenson do in his spare time? What heavy trial soon befell him? Where did he go to? What did he find on his return? To what position was he appointed when he was thirty-one? What did he construct in 1813? What use was made of the locomotives that he made? What important Act of Parliament was passed in 1821? How did this affect Stephenson? Describe its success. What great line of railway was next proposed? State some of the objections urged against it. What were the directors afraid to introduce? How was the matter settled? Give the name of Stephenson's engine. What did *Stephenson never forget*? When did he die? Why was he honoured and loved?



## LESSON XLIX.

## THE BETTER LAND.

**ra'-di-ant**, bright  
**glit'-ter-ing**, shining  
**fra'-grant**, sweet smelling  
**ru'-by**, a red stone

**hues**, colours  
**strand**, the sea-shore  
**cor'-al**, a red substance made in  
the sea by a small insect

1. "I hear thee speak of a better land,  
 Thou call'st its children a happy band ;  
 Mother, oh ! where is that radiant shore ?  
 Shall we not seek it, and weep no more ?  
 Is it where the flower of the orange blows,  
 And the fire-flies glance through the myrtle boughs ?"  
 "Not there, not there, my child !"
2. "Is it where the feathery palm-trees rise,  
 And the date grows ripe under sunny skies ?  
 Or midst the green islands of glittering seas,  
 Where fragrant forests perfume the breeze ;  
 And strange bright birds, on their starry wings,  
 Bear the rich hues of all glorious things ?"  
 "Not there, not there, my child !"

3. "Is it far away in some region old,  
Where the rivers wander o'er sands of gold,  
Where the burning rays of the ruby shine,  
And the diamond lights up the secret mine,  
And the pearls gleam forth from the coral strand,  
Is it there, sweet mother, that better land?"  
"Not there, not there, my child !
4. "Eye hath not seen it, my gentle boy !  
Ear hath not heard its deep song of joy ;  
Dreams cannot picture a world so fair,  
Sorrow and death may not enter there.  
Time doth not breathe on its fadeless bloom ;  
For beyond the clouds, and beyond the tomb,  
It is there, it is there, my child !"

*Mrs. Hemans.*

Pronounce and Spell—

blows	pic'-ture	per-fume'	di'-a-mond
breeze	sor'-row	fade'-less	se'-cret
pearls	myr'-tle	re'-gion	glo'-ri-ous
star'-ry	or'-ange	be-yond'	feath'-er-y

## LESSON L.

THE MANUFACTURE OF IRON IN THE  
OLDEN TIME.

coat-of-mail, a kind of thin chain armour	ex'-e-cu-ted, carried out
hand'-i-craft, any work carried on by hand	ca-the'-dral, a very large church
out'-cry, an alarm	civ'-il war, 1642 to 1645
re-strict', to keep within limits	un-der-go'-ing, suffering
	struc'-ture, something built up

1. In early times, when fighting was more com-  
mon than happily it is now, the smith, or worker

in iron, was a very important person. He made and mended the weapons used in war. He tipped the arrows with the iron head; he forged the coats of mail; and, above all, he turned out of his workshop the sword, on which life and victory so often depended.

2. Not only in war, but in the arts of peace, the smith held a very high place. The tools used in every kind of handicraft were made by him; the beautiful specimens of ironwork on church doors, or old gateways, were his workmanship.

3. But where did the iron come from? There seems, from very early times, to have been some smelting of iron carried on, chiefly in Sussex, and the Forest of Dean, in Gloucestershire; but it was made in very small quantities. The most of the iron used in this country came from abroad. About four hundred years ago the manufacture of iron in Sussex was revived, when wood or charcoal alone was used for the smelting.

4. An outcry was raised that fuel would become scarce. All the forests would be destroyed for iron-smelting. Severe laws were passed to restrict the cutting down of trees. The best of these furnaces could not turn out more than three or four tons of iron a week. One of the last contracts that was executed in Sussex was that for constructing the iron rails for St. Paul's Cathedral, in London. As the amount required was over two hundred tons,

it was thought too much for one firm to execute; it was therefore divided among several.

5. One of the first to employ coal in the smelting of iron was Dud Dudley, a son of Lord Dudley. He introduced this important trade into the neighbourhood of Dudley, at a place called Pensnett, and afterwards at Cradley. A great flood destroyed the Cradley Works about the year 1622. Those occupied in the same trade rejoiced at this misfortune, as they feared that Dud Dudley would be able to sell his iron at a cheaper rate than they could.

6. In every possible way they tried to prevent Dudley's success. Troubles and misfortunes came thickly upon him. Then the civil war between Charles I. and the Parliament broke out in 1642, and Dudley joined the king's side. More than once he suffered imprisonment, and was even condemned to death, but managed to escape. He lived, however, to see Charles II. restored to his throne in 1660; and, after undergoing many reverses, he died in 1684, in the eighty-fifth year of his age.

7. Early in the last century, coal was first used regularly at the ironworks of the Coalbrook Dale Company, in Shropshire, by Abraham Darby. It was at Coalbrook Dale Works that the first iron bridge that was ever erected was made, and put across the Severn, near the place where it was cast.

It was opened for traffic in 1779, and proved a most useful structure. It is still standing, and, after constant use for a hundred years, it seems likely to last for a very long time yet.

Pronounce and Spell—

**ex-ist'-ed im-port'-ant work'-man-ship mis-for'-tunes**  
**ex'-e-cute de-pend'-ed quan'-ti-ties con-demn'-ed**  
**oc'-cu-pied hand'-i-craft ex'-e-cu-ted man'-aged**

QUESTIONS.—Why was the smith considered once a very important person? What services did he render in times of war? What in times of peace? Where was the smelting of iron first carried on in England? What was used for fuel? What outcry was raised? How much could a furnace turn out in a week? Name one of the last contracts executed in Sussex. Who was the first to use coal in smelting iron? Give an account of him. Who first began to use coal regularly? Where was the first iron bridge made and put up? When was it opened for traffic?

# LESSON LI.

## MAY DAY.

<b>ver'-nal</b> , spring	<b>greet</b> , welcome
<b>ge'-ni-al</b> , warm	<b>round'-e-lay</b> , a part song
<b>ray</b> , a sunbeam	<b>am'-ple</b> , broad
<b>ex-pect'-ant</b> , waiting for	<b>spray</b> , a small branch

- Queen of fresh flowers,  
 Whom vernal stars obey,  
 Bring thy warm showers,  
 Bring thy genial ray.  
 In nature's greenest livery drest,  
 Descend on earth's expectant breast,  
 To earth and heaven a welcome guest,  
 Thou merry month of May!

2. Mark ! how we meet thee  
 At dawn of dewy day !  
 Hark ! how we greet thee  
 With our roundelay !  
 While all the goodly things that be  
 In earth, and air, and ample sea,  
 Are waking up to welcome thee,  
 Thou merry month of May !
3. Flocks on the mountains,  
 And birds upon their spray,  
 Tree, turf, and fountains,  
 All hold holiday ;  
 And Love, the life of living things,  
 Love waves his torch, and claps his wings,  
 And loud and wide thy praises sings,  
 Thou merry month of May !

*Heber.*

Pronounce and Spell—

flow'-ers	de-scend'	foun'-tains	liv'-er-y
show'-ers	wak'-ing	prais'-es	hol'-i-day

## LESSON LIL

## OUR ENGLISH LAKES.

gor'-ge-ous, splendid	rug'-ged, rough
clus'-ter-ing, standing together	gorge, narrow passage
in'-ter-est, pleasure	land'-scape, view of country

1. The scenery of the lake district of this country is very beautiful at all seasons of the year, and well rewards the traveller who visits it. The best months to do so, are September and October, as at this time the foliage displays the most gorgeous colours, and the weather is generally fine and calm.



2. The district abounds in flowers, rare plants, and rich bushwood, while the rugged mountain crags and peaks, the rushing streams, the wild rocks and caves, the spreading lakes, the flat fertile plains of the valleys, with rustic cottages here and there clustering in simple beauty, all add to the variety and richness which give a charm to country life.



3. The town of Penrith, in this district, has many objects of interest in and around it, the chief of which are the ruins of the castle, the churchyard, and the remains of a Roman station. Two

roads lead away to an old bridge over a stream, which runs into Lake Ulleswater, a fine sheet of water nine miles in length and about one mile wide.

4. A short distance beyond the lake is the beautiful fall of water called Aira Force, which leaps from the top of a woody cliff, through a narrow gorge, falling a distance of eighty feet with great noise. From this spot a winding path leads to the village of Patterdale, a few miles from which, is Lake Haweswater, surrounded by high mountains.

5. A beautiful valley lies below, and leads towards the road to Windermere, which is the largest lake in England, though not the most beautiful. It is thirteen miles long, and its deep waters are so clear that the shoals of fish which live in them may be distinctly seen. Near the middle of the lake is an island with some fine groves and woods, through which strangers are allowed to walk in summer. Many noble houses and pretty cottages are seen among the trees, or on the green slopes and shores of the lakes, giving beauty to the landscape.

6. These fine sheets of water, charming villages, and sparkling falls, give this part of England a most pleasing appearance. One lake of great beauty is Derwentwater, which has thickly wooded islands that adorn its surface, and some distance away is a pretty cascade, rushing and dashing from rock to rock with a deafening roar.

7. Two other lakes, lying among the hills near, with fine views around, are Rydal Water and Grasmere. The latter is the more beautiful, and is of interest from the fact that the poet Wordsworth, whose verses are known to most of us, lived here.

8. The highest mountain in England, Scaw Fell, is situated to the west, and those who are bold enough to climb to the top get a splendid view of the sea and country round, as far as the Isle of Man and to the Welsh Hills. Few visitors take the trouble to ascend the high peaks, for there is so much to delight them in the fertile valleys and woodland scenes.

Pronounce and Spell—

rus'tic	fo'li-age	ap-pear'ance
val'ley	dis-tinct'ly	deaf'en-ing
cas-cade'	vil'la-ges	sur-round'ed
ech'o-es	grat'i-fy	va-ri'e-ty

QUESTIONS.—Where are the lakes found in England? What sort of district is it? What plants grow there? What is worth seeing at Penrith? What lake is near this place? What is Aira Force? Which is the largest lake? How long is it? What is in the middle of it? What helps to make the country so beautiful? What poet lived near one of the lakes? Which is the highest mountain in England? What may be seen from it?



## LESSON LIII.

## THE STUDY OF NATURE.

<b>be-tray'</b> , cheat	<b>sol'-i-ta-ry</b> , lonely
<b>priv'-i-lege</b> , right	<b>ec'-sta-sies</b> , delights
<b>greet'-ings</b> , welcomes	<b>ex-hor-ta'-tions</b> , advice

Nature never did betray  
 The heart that loved her ; 'tis her privilege,  
 Through all the years of this our life, to lead  
 From joy to joy ; for she can so inform  
 The mind that is within us, so impress  
 With quietness and beauty, and so feed  
 With lofty thoughts, that neither evil tongues,  
 Rash judgments, nor the sneers of selfish men,  
 Nor greetings where no kindness is, nor all  
 The dreary intercourse of daily life  
 Shall e'er prevail against us or disturb  
 Our cheerful faith, that all which we behold  
 Is full of blessings. Therefore let the moon  
 Shine on thee in thy solitary walk ;  
 And let the misty mountain winds be free  
 To blow against thee : and, in after years,  
 When these wild ecstasies shall be matured  
 Into a sober pleasure, when thy mind  
 Shall be a mansion for all lovely forms,  
 Thy memory be as a dwelling place  
 For all sweet sounds and harmonies ; oh ! then,  
 If solitude, or fear, or pain, or grief,  
 Should be thy portion, with what healing thoughts  
 Of tender joy wilt thou remember me,  
 And these my exhortations !

*Wordsworth.*

Pronounce and Spell—

<b>thought</b>	<b>beau'-ty</b>	<b>pleas'-ure</b>	<b>ma-tur'-ed</b>
<b>dai'-ly</b>	<b>nei'-ther</b>	<b>man'-sion</b>	<b>har'-mon-ies</b>
<b>heal'-ing</b>	<b>drear'-y</b>	<b>pre-vail'</b>	<b>in'-ter-course</b>

## LESSON LIV.

## MARITIME ENTERPRISE.

## SIR HUMPHREY GILBERT'S VOYAGE.

**Queen E-liz'-a-beth** reigned from 1558 to 1603  
**en'-ter-prise**, desire to discover new lands  
**mys-te'-ri-ous**, full of marvels and wonders  
**Frob'-ish-er's Straits**, in the North of North America  
**char'-ter**, royal authority  
**col'-o-ny**, people going from their own country to establish  
themselves in a new land  
**New'-found-land'**, a large island East of America  
**des-ti-na'-tion**, the place he was going to

1. Among those who strove, in Queen Elizabeth's reign, to keep alive the spirit of discovery, the name of Sir Humphrey Gilbert deserves a high place. Twice he travelled into Russia to make enquiries about a mysterious country he had heard of, in the East of Asia. He tells us, that it far surpassed the Indies in wealth, and that vast islands were near it, possessing boundless stores of gold, silver, and jewels.

2. When about twenty-five years old, Gilbert published a book to prove a passage by the North-West to Asia; he also used all possible means to persuade Queen Elizabeth to render him some assistance in his schemes, but he was unable to obtain the help he desired. His book excited the ambition of Martin Frobisher, who undertook three remarkable voyages in the hope of finding out the North-West passage to India. Though like so many others he failed, yet he made many

important discoveries in North America, and the name of Frobisher's Straits still survives in memory of his daring exploits.

3. In 1578 the Queen was induced to grant Gilbert a charter to discover and possess any distant lands which did not, as yet, belong to any Christian ruler. Many gentlemen joined him in this enterprise, and among them his half-brother, Sir Walter Raleigh.\* This expedition quickly failed. Disorder and quarrels soon broke out, and Gilbert was obliged to return home in the following year without having accomplished anything. He had only been eight months away, but all his fortune had been spent, and for some time he was otherwise employed, in order to make up his heavy losses.

4. In 1583 he again attempted to found a colony in Newfoundland. Raleigh and others bore part of the expense, but the vessel which Raleigh sent soon deserted. However, with four vessels, Gilbert persevered and reached his destination. He made St. John's the capital of the island, and here he hoped to rule over a colony, that should be prosperous and loyal to England's great and glorious Queen. His hopes were soon disappointed. Many of his men had been taken out of prison, and were wild, and lawless. They had no prudence, no patience, no habits of settled industry; and, not finding what they wanted, they clamoured to be brought home again.

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\* See Lesson 56.

5. Gilbert was obliged to yield. He hoped to make some discoveries on his way home. He therefore left one ship to carry the sick direct to England. Another ship struck on a rock, and was lost with more than a hundred men. Only two vessels were left, the *Golden Hind* and the *Squirrel*. Gilbert was in the *Squirrel*, the smaller of the two, and of only ten tons burden.

6. He was urged to go into the larger and better vessel, but he refused, saying, "I will not forsake my little company going homeward, with whom I have passed so many storms and perils." They met with fierce winds and stormy seas, but Gilbert, however, sad at heart, tried to cheer his crew. The storm grew still fiercer, but the brave man stood nobly by the helm, and with a manly heart, trusting to God, he met the danger.

7. As often as the *Golden Hind* came near, they heard him uttering words of comfort and hope. "Courage, my friends," he shouted, "we are as near to heaven by sea as on land." With these words still ringing in their ears, when the *Squirrel* was on ahead, the men of the *Golden Hind* saw her lights suddenly disappear, and the little vessel, with its brave commander, was seen no more. The *Golden Hind* reached England in safety. When the news of Gilbert's sad, brave death was spread abroad, a new spirit of enterprise was aroused, leading to other schemes of discovery and civilization.

Pronounce and Spell—

<b>sur-vives'</b>	<b>pub'lish-ed</b>	<b>de-struc'tion</b>
<b>ex-pense'</b>	<b>mem'-o-ra-ble</b>	<b>dis-ap-point'-ed</b>
<b>schemes</b>	<b>ac-com'-plish-ed</b>	<b>dis-cov'-er-ies</b>
<b>voy'-a-ges</b>	<b>pos-sess'-ing</b>	<b>dis-con-tent'-ed</b>

QUESTIONS.—Whose name should be remembered among our discoverers? What book did Gilbert publish? Who was stirred up by that book? What charter did Gilbert obtain? Who joined Gilbert in his expedition? Why did the expedition fail? When did he make a second attempt? How did it succeed? What two vessels were left? Tell the story of Gilbert's death.

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LESSON LV.

A FAIRY SONG.

<b>fairy elves</b> , small imaginary beings, that people in old times believed lived in the fields, and came out to dance at night	<b>min'-strel-sy</b> , singers <b>be-guile'</b> , pass away <b>nim'-bly</b> , quickly <b>mor'-tals</b> , ordinary people
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1. Come, follow, follow me,  
Ye fairy elves that be,  
Light tripping o'er the green,  
Come, follow Mab, your queen;  
Hand in hand we'll dance around,  
For this place is fairy ground.
2. When mortals are at rest,  
And snoring in their nest,  
Unheard and unespied,  
Through the key-holes we do glide.  
Over tables, stool and shelves,  
We trip it with our fairy elves.



3.     Then o'er a mushroom's head,  
          Our table-cloth we spread ;  
          A grain of rye or wheat  
          The diet that we eat ;  
Pearly drops of dew we drink,  
In acorn-cups filled to the brink.
4.     The grasshopper, gnat, and fly,  
          Serve for our minstrelsy ;  
          Grace said, we dance awhile ;  
          And so the time beguile ;  
And if the moon doth hide her head,  
The glow-worm lights us home to bed.
5.     O'er tops of dewy grass  
          So nimbly do we pass,  
          The young and tender stalk  
          Ne'er bends where we do walk ;  
Yet in the morning may be seen  
Where we the night before have been.

*Shakespeare.*

Pronounce and Spell—

di'-et  
gnat

shelves  
snor'ing

trip'-ping  
mush'-room

un-es-pied'  
grass'-hop-per



## LESSON LVI.

## MARITIME ENTERPRISE.

## SIR WALTER RALEIGH.

**Sir Wal'-ter Ra'-leigh**, born 1552, died 1618

**North Car-o-li'-na**, one of the United States, bordering on the Atlantic Ocean

**In'-di-ans**, the original inhabitants of N. America

**fam'-ine**, want of food

**Drake**, a celebrated sailor in Queen Elizabeth's time

**jeal'-ous-y**, ill-feeling

1. Sir Walter Raleigh, half-brother of Sir Humphrey Gilbert,\* was determined to follow up the work which Gilbert had so unsuccessfully begun. In spite of all the dangers and failures which had happened, the belief in the enormous wealth to be found in America still remained unshaken. Another strong reason which urged Englishmen in those days to face the perils of discovery in these distant lands was hatred of the Spanish.

2. Spain was at that time the leading nation of Europe. The discovery of South America by Columbus, and the wealth derived from that country by Spain, had largely increased her power. Though there was peace between Spain and England, everyone believed that peace would not last long, and Englishmen thought it no wrong to seize any Spanish ship or Spanish treasure they could lay their hands upon.

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\* See Lesson 54.

3. Tales of cruel treatment inflicted by Spaniards upon English seamen increased this ill-feeling. The English were therefore very anxious to secure as much of North America for themselves as they possibly could. It was in this way that England



gained possession of large parts of North America, though they never found the treasures of gold and silver that the Spaniards found in South America. These treasures formed one great cause of the

downfall of Spain, while our possessions proved a great benefit to England.

4. Soon after Gilbert's death, Queen Elizabeth granted to Raleigh a charter, authorizing him to discover and take possession of any district not yet belonging to any European. Raleigh at once fitted up two vessels, and sent them out in 1584 under the command of two captains, as he could not go himself. He instructed these captains to search for lands south of the cold regions to which Gilbert had gone. The vessels landed upon one of the islands adjoining North Carolina, which they took possession of in Queen Elizabeth's name.

5. The fruits of this land were so rich and varied, the flowers so lovely, and the soil so fertile, that here they determined to plant their colony. This was the first time that Englishmen had come into contact with the Indians of North America. They were received in the most kindly way by them. The Indians gave skins in exchange for tin and copper dishes, or axes and hatchets. For a copper kettle they gave fifty deer-skins, and twenty for a bright tin dish. The explorers also went to a large island, called Roanoke, where they received equally kind treatment.

6. Raleigh was well pleased with the report brought home by his captains. The Queen called the new district Virginia, that it might recall the memory of the virgin queen. Raleigh

at once set about to plant a large colony there. Still he could not go himself, so he sent two other men, Lane and Grenville, to superintend this colony. These men were not fit for their work. They started in 1585. They treated the natives with great cruelty, and turned them from being true friends into bitter enemies.

7. Grenville soon returned home, while Lane, instead of trying to cultivate the fertile soil, went about the country searching for gold or silver mines. When winter came, there was no supply of food, and the Indians refused to supply them with any. Famine stared them in the face, when happily the celebrated Drake sailing past, consented to take home all the colonists who were left.

8. Thus the first attempt at planting a colony of Englishmen in North America failed. One or two more attempts were made, but nothing came of them at first. It was during these voyages that tobacco seems to have been first found, and a more useful vegetable was first brought and planted on Raleigh's estate in Ireland—the potato. This attempt, though it seemed to have failed, was the real beginning of what is now one of the first countries in the world—the United States of America. In a few years later, the plan of colonization was renewed, and successfully carried out, but Raleigh's attempt had prepared the way. The chief town of North Carolina still bears the *name of Raleigh*.

Pronounce and Spell—

fail'-ure	re-ceiv'-ed	in-creas'-ed	de-ter'-min-ed
treat'-ment	ex-change'	dis-cov'-er-y	pos-ses'-sion
anx'-ious	search'-ing	in-flict'-ed	su-per-in-tend'
treas'-ure	at-tempt'	in-struct'-ed	cel-e-brat'-ed

QUESTIONS.—Who determined to follow up Gilbert's attempt to colonize North America? What belief urged Englishmen on in this enterprise? What other strong reason excited the people of England? What part of America did they wish to colonize? Where did Raleigh's vessels land? What kind of country did they find? With what people did they first come in contact? How were they received by them? What name was given to this country, and why? Why did this attempt to plant a colony fail? What two important products were brought from this country? Of what great country was this discovery the beginning?

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LESSON LVII.

FINGAL'S CAVE.

re-mark'-a-ble, striking	sur-mount'-ed covered
nat'-u-ral, made by nature	reg-u-lar'-i-ty, evenness
col'-umns, pillars	grand'-eur, splendour

1. Staffa, one of the Hebrides, or Western Islands of Scotland, lies a few miles to the west of Mull, and forms part of the county of Argyle. It is scarcely a mile in length from north to south, and about half a mile broad.

2. The most remarkable feature of the island is the great number of columns of stone which it contains, indeed, it is said to be a mere mass of lava and basalt rocks. The pillars of basalt which compose the chief part of it are mostly hidden beneath a thin layer of soil, but in many places they are found shooting out through this covering.

3. Around nearly the whole coast of the island this rock is clearly visible, while the grassy top seems to be supported on a range of pillars, in some places nearly as low as the surface of the water, but for the greater part raised above it, and at some points rising to the height of 150 feet.



4. At the southern end of the island is a large natural opening or cavern, called Fingal's Cave, *forty-two* feet wide at the mouth, and extending

more than two hundred feet in depth. The roof of this cave is from fifty to one hundred feet high, and is supported on both sides by upright columns of rock in regular rows.

5. The floor is covered with water, but on the east side runs a narrow footpath a few feet above the surface, along which an expert climber can make his way, with care, to the farther end of the cavern. The usual mode of viewing this beautiful cave is by means of a boat, but this can only be done with safety when the sea is calm, for in rough weather the waves roll into it with great force.

6. There is plenty of light, even at the extreme end, for the entrance is surmounted by a noble arch, and the entire roof is composed of shining rock, generally smooth, of great regularity and beauty.

7. The rock of which the pillars are made is very hard and beautiful; and looks in some parts like dark green, or black marble, with a reddish shade; while between the columns a yellowish substance has run down, producing a great contrast and adding to the grandeur of the view. In many places the stone is richly coloured with light green, or yellow, or orange, which is caused by the different kinds of lichen or moss growing upon it.

8. About three miles from Staffa, is the famous Island of Iona, which means "The Isle of the Waves." It is larger than Staffa, being nearly three miles long, and nearly a mile wide. The west



coast is generally rocky, but that on the east is much lower and more level. On this small island some of the earliest inhabitants of this country lived centuries ago, and traces of their existence still remain.

9. The ruins of a church and other splendid buildings may be seen, but the most remarkable fact, perhaps, about the spot is that ten kings of Scotland, four of Ireland, and eight of Norway have been buried there.

Pronounce and Spell—

ba-salt'	pil'-lars	ex-tend'-ing	pro-duc'-ing
lich'-en	cov'-er-ing	sup-port'-ed	beau'-ti-ful
ex-pert'	view'-ing	yel'-low-ish	gen'-er-al-ly

QUESTIONS.—What is Staffa? How large is it? What is there very striking about the island? What kind of rocks are they? What is at the south end of the island? In what way can the cavern be seen best? What gives different colours to the stone? What island is near Staffa? Who formerly lived on it? What may be still seen there? Who are said to have been buried there?

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LESSON LVIII.

TO MY MOTHER.

blanch'-ing, turning white  
roam, wander

sol'-i-tude, loneliness  
as-suage', abate

And canst thou, mother, for a moment think  
That we, thy children, when old age shall shed  
Its blanching honours on thy weary head,  
Could from our best of duties ever shrink?  
Sooner the sun from his bright sphere shall sink,  
Than we ungrateful leave thee in that day,  
*To pine* in solitude thy life away,  
*Or shun* thee tottering on the grave's cold brink.

Banish the thought !—where'er our steps may roam,  
 O'er smiling plains, or wastes without a tree,  
 Still will fond memory point our hearts to thee,  
 And paint the pleasures of thy peaceful home ;  
 While duty bids us all thy griefs assuage,  
 And smoothe the pillow of thy sinking age.

*Henry Kirke White,*

Pronounce and Spell—

sphere	mo'-ment	ban'-ish	pleas'-ures
wastes	hon'-ours	smil'-ing	tot'-ter-ing
du'-ties	smoothe	peace'-ful	un-grate'-ful

LESSON LIX.

THE ANCIENT MINSTRELS.

rev'-er-ence, respect	as-sault', attack
as-sum'-ed, took	ex-plore', examine
hos'-pi-ta-ble, welcome	pa-vil'-ion, a large tent

1. The minstrels were the successors to the bards of the ancient Britons. They united the arts of poetry and music, and sang to tunes on the harp, verses and poems of their own composing. These poems mostly related stories of the brave deeds of old, or incidents of the chase.

2. The bards and minstrels were welcome guests at every house, and were held in the greatest reverence and respect by all classes. Both Saxons and Danes spent the long evenings in listening to the minstrel's song, and two remarkable facts in history show that the same arts of music and poetry were equally admired by both nations.

3. When King Alfred the Great was desirous to learn the true situation of the Danish army, which had invaded his country, he assumed the dress and

character of a minstrel, and taking his harp and only one attendant he went, with the utmost security, into the Danish camp.

4. Though known to be a Saxon, the character of a minstrel procured for him a hospitable reception. He was admitted to entertain the king at table, and stayed in the midst of the enemies' camp long enough to plan that assault which afterwards destroyed them. This was in the year 878.

5. About sixty years after this, a Danish king made use of the same disguise to explore the camp of King Athelstan. With harp in hand, and dressed like a minstrel, Anlaff, king of the Danes, went among the Saxon tents; and taking his stand before the king's pavilion, began to play, and was immediately admitted. There he entertained Athelstan and his nobles with singing and music, and was at length dismissed with an honourable reward; though, from his songs, he must have been known to be a Dane.

6. Athelstan was saved from the consequences of this stratagem by a soldier, who had observed Anlaff burying the money which had been given him, either for some scruple of honour or motive of superstition. The king was put on his guard, and the camp was saved.

7. During the reigns of the Norman and Plantagenet kings, the minstrels wandered in large companies up and down the country, welcome guests at every camp and castle, and, during the Wars of the Roses, passing unharmed from one party to another.

8. The discovery of the art of printing, and the great spread of knowledge caused by it, during the reigns of the Tudor sovereigns, seem to have destroyed the occupation of the minstrels. In the reign of Queen Elizabeth, they had lost much of their dignity, and were sinking into such contempt and neglect, that in the thirty-ninth year of Elizabeth's reign, a law was passed by which "Minstrels wandering abroad" were included among vagabonds and sturdy beggars, and were adjudged to be punished as such. This Act seems to have put an end to the profession of minstrel.

Pronounce and Spell—

com-pos-ing	lis'-ten-ing	char'-ac-ter	suc-cess'-ors
re-lat'-ed	e'-qual-ly	se-cu'-ri-ty	ob-serv'-ed
in'-ci-dent	ad-mir'-ed	con'-se-quence	su-per-sti'-tion

QUESTIONS.—Who were the ancient minstrels? What did they sing? To what did their songs mostly relate? Give an instance in which one of our kings assumed the character of a minstrel. What Danish king did the same? What caused the occupation of minstrel to fall in the estimation and respect of the people? In what reign were they forbidden to wander up and down the country?

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LESSON LX.

### THE LAST MINSTREL.

tress'-es, locks of hair	pal'-fry, a fine horse
bor'-der chiv'-al-ry, warlike	lay, a song
adventures between the	un-pre-med'-i-ta-ted, com-
English and Scotch	posed on the spot

a stran'-ger, William the Third

The way was long, the wind was cold,  
 The minstrel was infirm and old;  
 His withered cheek, and tresses gray,  
 Seemed to have known a better day;

The harp, his sole remaining joy,  
Was carried by an orphan boy.  
The last of all the bards was he  
Who sung of border chivalry ;  
For, well-a-day ! their date was fled,  
His tuneful brethren all were dead ;  
And he, neglected and oppressed,  
Wished to be with them, and at rest.  
No more, on prancing palfry borne,  
He carolled, light as lark at morn ;  
No longer courted and caressed,  
High placed in hall, a welcome guest,  
He poured, to lord and lady gay,  
The unpremeditated lay.  
Old times were changed, old manners gone ;  
A stranger filled the Stuarts' throne ;  
The bigots of the iron time  
Had called his harmless art a crime.  
A wandering harper, scorned and poor,  
He begged his bread from door to door,  
And tuned, to please a peasant's ear,  
The harp a king had loved to hear.

Pronounce and Spell—

with'-er-ed	car'-ri-ed	re-main'-ing	peas'-ant
beg'-ged	min'-strel	neg-lect'-ed	ca-ress'-ed
or'-phan	pour'-ed	op-press'-ed	car-ol-led





## LESSON LXI.

## THE ORANGE TREE.

**ev'-er-green**, always with green leaves    **im-port'-ed**, brought in  
**o'-dour**, scent    **ex-ten'-sive**, very large

1. The orange tree is an evergreen, and when full grown attains to the height of from twenty to thirty feet. The trunk and largest branches are of a greenish brown colour, and the smaller twigs of a delicate green, which looks almost transparent.

The leaves are oval and beautifully shaped, the upper side being a bright green, and the under, covered with a fine silky down. As a simple flowering shrub it would always be a welcome picture in a beautiful scene, and this, with its great fruit-bearing qualities, makes it the glory of the countries in which it grows.

2. Orange trees are largely cultivated in the countries of Southern Europe, especially in Spain and Portugal. The bitter or Seville orange comes from Spain; the best oranges are the small sweet ones, from the island of St. Michael in the Azores. Those which grow in Malta, are larger, with thicker rind and rather bitter taste.

3. In some districts orange trees live to be two or three hundred years old. They are of great size, and form extensive orchards. The flowers are white, and grow in clusters of from two to six upon a single stem. The fruit is in shape like a ball or globe of a bright yellow colour, and contains pulp filled with a refreshing juice. The fresh sweet odour of an orange grove is always a welcome and delightful one, and the appearance of the trees lovely in the extreme.

4. A great recommendation of the orange is, that it may be obtained fresh in every part of the world, and at almost any time in the year. When gathered before it is quite ripe, this fruit will keep for a long time. Nearly all the oranges which are *imported* into this country are taken from the tree *while they* are quite green.

5. The orange harvest lasts from the middle of October till the end of the year, but the oranges are not perfectly ripe till spring. Besides being eaten raw as a common fruit, they are preserved either alone, or mixed with other fruits or vegetables, and the juice is converted into wine and cooling drinks.

Pronounce and Spell—

cul'-ti-va-ted	pre-serv'-ed	or'-chards	ex-treme
veg'-e-ta-bles	im-port'-ed	wel'-come	sev'-er-al
de-light'-ful	va-ri'-e-ties	gath'-er-ed	ei'-ther

QUESTIONS.—What kind of tree is the orange? In what parts of the world are oranges cultivated? Name two or three different sorts of oranges. To what age do a few of the trees grow? What kind of flowers does it produce? What is an orange grove? What makes a grove so delightful? Where, and at what time, may oranges be obtained? In what state are they generally gathered? At what time of year? For what purposes are oranges often used?

#### LESSON LXII.

### A SCOTTISH WINTER.

re-flects', throws back	gleam, shining
sward, grass	dale, a valley
wail, to cry	down, the hill-side

No longer autumn's glowing red,  
 Upon your forest hills is shed;  
 No more beneath the evening beam,  
 Fair Tweed reflects their purple gleam;  
 Away hath passed the heather-bell;  
 That bloomed so rich on Needpath fell;  
 Sallow his brow, and russet bare  
 Are now the sister heights of Yare.



The sheep before the pinching heaven,  
To sheltered dale and down are driven,  
Where yet some faded herbage pines,  
And yet a watery sunbeam shines.  
In meek despondency they eye  
The withered sward and wintry sky.



The shepherd shifts his mantle fold,  
And wraps him closer from the cold ;  
His dogs no merry circles wheel,  
But, shivering, follow at his heel ;  
A cowering glance, they often cast,  
As deeper moans the gathering blast.

My imps, though hardy, bold, and wild,  
 As best befits the mountain child,  
 Feel the sad influence of the hour,  
 And wail the daisy's vanished flower ;  
 Their summer gambols tell, and mourn,  
 And anxious ask,—Will spring return,  
 And birds and lambs again be gay,  
 And blossoms clothe the hawthorn spray ?  
 Yes, prattlers, yes. The daisy's flower  
 Again shall paint your summer bower,  
 Again the hawthorn shall supply  
 The garlands you delight to tie ;  
 The lambs upon the lea shall bound,  
 The wild birds carol to the round,  
 And while you frolic light as they,  
 Too short shall seem the summer day.

*Sir W. Scott.*

Pronounce and Spell—

an'-tumn's	shel'-ter-ed	in'-flu-ence	shiv'-er-ing
her'-bage	van'-ish-ed	bloom'-ed	de-spond'-en-cy

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LESSON LXIII.

SPONGE.

nat'-u-ral-ists, those who study nature	ex-pe'-ri-enced, pro'-cess, method or work
spe'-cies, sorts	pli'-a-ble, flexible
de-creas'-ing, growing less	pre-serve', keep

1. This curious, yet well-known substance is a product of the sea, and has been in use from very early times. For many years naturalists were puzzled whether to give it a place in the animal or

vegetable kingdom, but it is now agreed, that sponge belongs to the lowest class of animals. There are at least fifty different species of sponges.

2. They are mostly found in the seas of warm and temperate latitudes, decreasing in number and becoming inferior in quality, towards the colder regions of the globe. Several sorts of sponge are found in the seas around this country. They grow upon rocks in places which are least exposed to the action of currents, and which are not left uncovered by the ebbing tide.

3. The best sponges are those which live in inland seas. In the eastern part of the Mediterranean, they are found in great abundance. The inhabitants near subsist, to a great extent, by searching, or diving, for them. There are some particular spots or districts, where sponge diving forms the chief employment of the population.

4. In these places the sea is generally clear and calm, and the experienced divers are able to discern from the surface the points of the rocks to which the sponge is attached when others who have had no practice are unable to see the bottom. The fishing boats are supplied with large stones fastened to ropes, and each diver seizes one in his hand as he plunges headlong into the water. He does this the more quickly to descend to the bottom, and preserve his stock of breath, while gathering the sponge.

5. About two or three minutes is the longest *time a man can remain under water, and as the*

process of cutting the sponge is difficult, several divers descend, one after another, in order to secure a particularly fine specimen. The best sponges are those which are palest in colour, lightest in weight, softest in touch, and which have very small cells or holes.

6. The uses to which sponge is applied are well known to most people. Its soft and pliable qualities render it especially valuable for bathing purposes, in cleaning delicate articles of furniture, ornaments, silver, and other valuables.

Pronounce and Spell—

eb'-bing	puz'-zled	veg'-e-ta-ble	par-tic'-u-lar-ly
dis-cern'	cur'-rents	es-pe'-cial-ly	com-pan'-ions
pre-serve'	seiz'-es	at-tach'-ed	Med-i-ter-ra'-ne-an

QUESTIONS.—What is sponge? Where is it found? How does it grow? How is it cut and gathered? What is sponge-diving? How is it carried on? Why are stones attached to the diving ropes? Why do several men dive one after another? Which are the best sponges? For what purposes are sponges used?

#### LESSON LXIV.

### THE DISCOVERY OF THE SOURCE OF THE NILE.

un-solv'-ed, not found out	fore-told', told beforehand
re-veal'-ed, made plain	hip-po-pot'-a-mi, river-horses.
Ny-an'-za, African word for lake or piece of water	Huge animals that live a great deal in the water
sup-po-si'-tion, what he be- lieved	civ-il-i-za'-tion, culture

1. The Nile may well be considered to be one of the most celebrated rivers in the world. It is

by far the longest, and, in every way, the most important river of Africa. To the ancient inhabitants of the world, it was an object of wonder and veneration, while to the people of the present time it has been an object of eager curiosity and exploration. To the Nile, Egypt, which was the seat of the earliest civilization of the ancient world, owes its importance and its cultivation.

2. The secret of its source was for a long period unsolved by the keenest exploring enterprise, and has only been revealed within the last few years. The honour of that great discovery belongs to an English officer, Captain Speke. In July, 1858, Speke discovered the great inland sea of Africa, which he named the Victoria Nyanza. He was unable to explore it thoroughly, but he believed that that lake would prove to be the long-sought source of the Nile.

3. Consequently he determined to set out again in 1860, to find out if his supposition was correct or not. The following account, taken from his journal, describes his first sight of the Nile near its source, and his actual discovery of its source, as he expected, in the Victoria Nyanza.

4. On July 21st, 1862, he thus writes: "Here at last I stood on the brink of the Nile; most beautiful was the scene, nothing could surpass it. A magnificent stream, from six to seven hundred yards wide, dotted with islets occupied by fishermen's huts, and rocks where crocodiles lay basking in the sun, flows between high grassy banks, with

rich trees and plantains in the background, where herds of African beasts could be seen grazing, and guinea-fowl rising at our feet." After a few days' march through some beautiful country, on July



28th Speke's party reached the falls, or, as the natives call them, "the stones," where the mysterious river rushes from the lake.

5. "This was by far the most striking sight," he says, "I had seen in Africa. Everybody ran to see the falls at once, though the march had been long and fatiguing. The expedition had now fulfilled its object. I saw that Old Father Nile, without any doubt, rises in the Victoria Nyanza, and, as I had foretold, that lake is the great source of the holy river where the great leader of the Israelites was once cradled.

6. "I now christened the 'stones' Ripon Falls, after the nobleman (the Marquis of Ripon) who presided over the Royal Geographical Society when my expedition was first planned. The arm of water from which the Nile issued I called Napoleon Channel, in token of respect to the French Geographical Society for the honour they had done me, just before leaving England, in presenting me with their gold medal for the discovery of the Victoria Nyanza.

7. "The day was spent in watching the fish leaping at the falls, which are about twelve feet high, and four to five hundred feet broad, broken by rocks. The small hills covered with grassy tops, with gardens on their lower slopes, surrounding the lake; the native fishermen coming out in boats, and taking their post on the rocks with rod and hook; the huge hippopotami and crocodiles lying sleepily on the water, and the cattle driven down to drink at the margin of the lake,—all

made as interesting a picture as one would wish to see."

[Adapted, by permission, from Speke's *Journal of the Discovery of the Source of the Nile*.]

Pronounce and Spell—

an'-cient	sur-pass'	sleep'i-ly	sup-po-si'-tion
is'-lets	thor'-ough-ly	cel'-e-bra-ted	cu-ri-os'-i-ty
plan'-tains	croc'-o-diles	ven-er-a'-tion	civ-il-i-za'-tion

QUESTIONS.—Why is the Nile a very celebrated river? What does Egypt owe to it? What mystery has there been about it? By whom was that mystery solved? When? From what lake does it rise? How does the river issue from the lake? What do the natives call these falls? What name did Speke give to them? Give the height and breadth of these falls.

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LESSON LXV.

### A DAY WITH AN AFRICAN KING.

<b>in-dif'-fer-ence</b> , carelessness about anything	<b>freak</b> , a sudden resolution
<b>ca-pri'-cious</b> , changeable, arbitrary	<b>moor'-ed</b> , fastened
<b>des-pot'-ic</b> , with unlimited power	<b>dec'-o-ra-ted</b> , ornamented
<b>pro'-ject</b> , design, plan	<b>gren-a-diers'</b> , a certain kind of soldiers
<b>ret'-i-nue</b> , troops of followers	<b>an-nounc'-ed</b> , made known

1. The following description of the manner of life of a powerful king of a large district in Africa, called Uganda, adjoining the north and the west shores of the lake called Victoria Nyanza, is interesting as showing the habits and amusements of people, utterly unlike ourselves. It also affords painful evidence of the utter indifference to human life which exists among the savage tribes in that dark and almost unknown country.



2. The Victoria Nyanza was discovered by Captain Speke on 30th July, 1858. In the year 1860 Captain Speke set out on another expedition, in order to ascertain if this same lake was the source of the Nile, for which search had often been made in vain, and this idea was proved to be correct. It was during this, which was Speke's third expedition to Africa, that the circumstances here described took place.

3. Under date April 23, 1862, he writes from Uganda: "To-day occurred a brilliant instance of the restlessness and self-will of this despotic king. At noon, pages hurried in to say that he had started for the Nyanza, and wished me to follow him without delay. Nyanza merely means a piece of water, whether a pond, river, or lake; and as no one knew which Nyanza he meant, or what project was on foot, I started off in a hurry, leaving everything behind.

4. "After walking rapidly through gardens, over hills, and across rushy swamps, at length I found the king dressed in red, with a large retinue in front of him and behind him, travelling along in the confused manner of a pack of hounds, occasionally firing his rifle that I might know where he was.

5. "He had just, it seems, mingled a little business with pleasure, for noticing, as he passed, a woman tied by the hands to be punished for some offence,

the nature of which I did not learn, he took the executioner's duty on himself, fired at her, and killed her.

6. "On this occasion, to test all his followers, and prove their readiness to serve him, he had started on a sudden freak for the three days' excursion on the lake, one day before the appointed time, expecting everybody to fall into place by magic, without the smallest regard to each one's property, feelings, or comfort.

7. "On arrival at the place where the boats should be moored, not one was to be found, nor did any arrive until after dark. Then, amid the beating of drums, and firing of guns, some fifty large boats made their appearance. They were all painted with red clay, and averaged from ten to thirty paddles, with long prows standing out like the neck of a swan, decorated on the head with the horns of an antelope, between which was stuck upright a tuft of feathers exactly like a grenadier's plume.

8. "The king rose early next morning, and called me, unwashed and very uncomfortable as I was, to pic-nic with him during the collection of the boats. The breakfast consisted of sundry baskets of roast beef and plantain-juice. The king ate sometimes with a copper knife and picker, but more usually with both hands.

9. "Then all made for the lake. A band of fifteen

drums, of all sizes, playing with the regularity of a number of factory engines at work, announced the king's arrival, and brought all the boats to the shore. The king, in his red coat and wide-awake hat, conducted the arrangements, and ordered all to their proper places. We sailed about all day, only going on shore once to pic-nic. As a wind-up to the day's amusement, the king led the band of drums, changing the men according to their powers, and quickly detecting any slight irregularity, he showed himself a thorough musician."

[Adapted, by permission, from Speke's *Journal of the Discovery of the Source of the Nile*.]

Pronounce and Spell—

bril'-li-ant	ut'-ter-ly	ex-cur'-sion	rest'-less-ness
min'-gled	as-cer-tain'	mu-si'-cian	ex-e-cu'-tion-er

QUESTIONS.—Where is Uganda? Who discovered the lake called Victoria Nyanza? Give the date of this discovery. For what purpose did Captain Speke go again to Africa? What does the word Nyanza mean? Give an instance of the self-will of the king referred to in the above extract. How did Speke find the king? How was the king dressed? How did he mix business with his pleasure? Describe an Uganda boat. Describe the royal breakfast, and the method of eating it. How was the day's amusement ended?



## LESSON LXVI.

## A PSALM OF LIFE.

<b>num'-bers</b> , verse or poetry	<b>main</b> , the ocean
<b>goal</b> , the end of the race	<b>for-lorn'</b> , forsaken
<b>bi'-vou-ac</b> , to pass the night	<b>a-chiev'-ing</b> , performing work
on guard in open air	<b>muf'-fled</b> , tied up with crape

1. Tell me not, in mournful numbers,  
     "Life is but an empty dream ;"  
     For the soul is dead that slumbers,  
     And things are not what they seem.
2. Life is real ! Life is earnest !  
     And the grave is not its goal ;  
     "Dust thou art, to dust returnest,"  
     Was not spoken of the soul.
3. Not enjoyment, and not sorrow,  
     Is our destined end or way ;  
     But to act, that each to-morrow  
     Finds us further than to-day !
4. Art is long, and Time is fleeting,  
     And our hearts, though stout and brave,  
     Still like muffled drums are beating  
     Funeral marches to the grave.
5. In the world's broad field of battle,  
     In the bivouac of life,  
     Be not like dumb, driven cattle !  
     Be a hero in the strife !
6. Trust no future, how'er pleasant !  
     Let the dead past bury its dead ;  
     Act,—act in the living present !  
     Heart within, and God o'erhead.

7. Lives of great men all remind us  
We can make our lives sublime ;  
And, departing, leave behind us  
Footprints on the sands of time—
8. Footprints, that perhaps another,  
Sailing o'er life's solemn main,  
A forlorn and shipwrecked brother,  
Seeing, shall take heart again.
9. Let us then be up and doing,  
With a heart for any fate ;  
Still achieving, still pursuing,  
Learn to labour and to wait.

*Longfellow, 1807—1882.*

Pronounce and Spell—

slum'-ber	fu'-ner-al	sail'-ing	des'-tin-ed
earn'-est	driv'-en	re-turn'-est	de-part'-ing
march'-es	pres'-ent	en-joy'-ment	ship'-wreck-ed

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LESSON LXVII.

## ABRAHAM LINCOLN.

<b>per-se-ver'-ance</b> , sticking to a thing	<b>Leg'-is-la-ture</b> , assembly for making laws
<b>Pres'-i-dent</b> , a ruler for four years appointed by the people of the United States	<b>Il-li-nois'</b> , one of the United States
<b>nom-in-a'-tion</b> , named as a candidate	<b>Wash'-ing-ton</b> , capital of United States
<b>pi-o-neers'</b> , leading the way	<b>in'-flu-ence</b> , interest
	<b>com'-rade</b> , companion

1. The history of good and great men, who have overcome difficulties and resisted temptation, is always full of encouragement. What they have *done*, we may hope to do. This is especially the

case when such men have succeeded by their own efforts and perseverance. Abraham Lincoln, who was twice elected President of the United States of America, certainly owed none of his success to his early circumstances. He had neither wealth, nor high birth, nor influence, nor friends to help him on.

2. He was born in 1809, in Kentucky, in a miserable log cabin, without floor, door, or windows; such a dwelling as possibly could not be found in this kingdom. His father could neither read nor write when he was married, but at his wife's request he began to learn to write, and could just manage to sign his name. These cabins were set up in parts that had hitherto been uninhabited by white people. The inhabitants, who were very poor, cleared some land, and obtained a scanty living by farming and carpentering. Such men were called *Pioneers*.

3. Young Lincoln went to several schools, but only stopped for a few weeks at each. We may easily guess what kind of schools these were, since the master of the first which he went to, could neither write nor do any sums: all he could teach was reading.

4. In 1816 the family removed to a new home in Indiana, and at this time, though only eight years old, he began in earnest to use his axe, and soon became an excellent wood-chopper. The great secret of Lincoln's success was, that whatever

he had to do, he determined to do it *well*. He gave valuable help to his father in cutting the logs and shaping them for the new cabin.

5. In 1818 Lincoln's mother died. A few months after her death, the boy was asked by his father to write a letter to a minister to come over and preach a funeral sermon. It was very seldom



ABRAHAM LINCOLN.

that these pioneers received the visit of a minister of religion. The writing of this letter was looked upon as wonderful. This little boy of ten was the first member of the family, so far as could be remembered, who was able to write. The father was both pleased and proud to have a son who "could write a letter like that!"

6. When about fourteen, Lincoln attended for a short time the best school he ever went to, kept by Mr. Andrew Crauford. Here he distinguished himself by preventing the boys from torturing animals. One brutal amusement was catching terrapins or tortoises, and putting burning coals upon their back to make them walk. This cruelty the brave boy resisted, and through his whole life he always showed the greatest kindness to animals.

7. After leaving school, he worked with his father, or was hired out as a farm labourer. In 1828 we find him put in charge of a boat by a neighbour to take a cargo of bacon down the Ohio and Mississippi rivers to New Orleans—a distance of 1,800 miles. This was a business of some risk, and it is a strong proof of the confidence the young man had created, that he should be asked to take charge of such a business. He had already turned his hand to several kinds of work, because in those “pioneer” districts, if a young man wants to get on, he must be ready to turn his hand to anything. We find him acting as ferryman, farmer, servant, and butcher, and all well done. This explains the reason why he was chosen to go to New Orleans. He went and returned, having done his work well, and having met some dangers, which he bravely overcame.

8. After that we find him acting as storekeeper, then for a time serving as a soldier against the Indians, when he was made captain of his



regiment. In 1834 he was elected a member of the Legislature for the State of Illinois, and in 1836 he drew up his first formal protest against slavery. In 1837 he settled at Springfield, the chief town of Illinois, as a lawyer, and a truly honest and successful lawyer he proved.

9. In 1846 he was elected to the General Congress at Washington, that is, he became what we should call a Member of Parliament. In Congress he always stood up manfully against slavery. In 1860 he was put in nomination for the office of President by the people of Illinois. At the meeting where his name was first mentioned, a strange scene took place. An old comrade of Lincoln's walked into the room, bearing on his shoulder two rails, with a banner stating that these rails had been cut by Lincoln thirty years ago. A call was made for Lincoln, the "rail-splitter," to speak. Let us hear his manly speech.

10. "Gentlemen, I suppose you want to know something about these things. Well, the truth is, John Hanks and I did make rails. I don't know whether we made these rails or not; the fact is, I don't think they are a credit to the makers. But I do know this: I made rails then, and I think I could make better ones than these now."

11. The rail-splitter was elected President of the United States, and a glorious President he was. He had to face a terrible rebellion in the Southern States. In these States slavery was encouraged,

and, knowing how the new President hated slavery, they made a rebellion in order to maintain that wicked institution. For four years the rebellion went on. Thousands of human lives were lost, thousands of homes ruined. Lincoln hated bloodshed, but he knew he was fighting for a glorious cause.

12. On January 1st, 1863, the President issued a proclamation declaring the slaves free, and slavery for ever abolished in America. Thus to this poor rail-splitter, belongs the immortal honour of being the author of the abolition of slavery. The rebellion, however, was not yet over.

13. In 1865 Lincoln became President a second time, and within a very few days after his entrance upon his second term of office, the last battle was fought. The rebellion was ended, slavery abolished, and the Union saved. This was indeed a noble triumph.

14. On the 14th April, 1865, this honoured man was struck down in a theatre, in Washington, by the hand of an assassin, named Booth. The nation mourned for him as for a father. His body was conveyed to Springfield, where in earlier days he had worked and struggled, there to be laid in honour, amid the tears and sorrow of a nation that had been saved by his firm and guiding hand. All the honours he had won were gained by his perseverance, his integrity, his common sense. E

was a great man, because he was a just, and, above all, a good man.

Pronounce and Spell—

suc-cess'	ex-cel-lent	as-sas'-sin	dis-tin'-guish-ed
mar'-ried	tor'-tur-ing	con-vey'-ed	hab-i-ta'-tion
chos'-en	cru'-el-ly	dif'-fi-cul-ties	proc-la-ma'-tion
strug'-gled	reg'-i-ment	es-pe'-cial-ly	ab-o-li'-tion

QUESTIONS.—Why is the history of great men useful? In what kind of a place was Lincoln born? How long was he at school? What could he do when he was eight years old? What was the secret of his success? What made his father particularly proud of him? How did Lincoln distinguish himself at school? What was his first important piece of business? Name the successive steps of his advancement. Describe his nomination for the Presidency. Repeat what you can of his speech on that occasion. What had he to face as President? What great event marks his Presidency? Tell what you know of his death and funeral. How did Lincoln gain his honours?

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LESSON LXVIII.

## ON THE ABOLITION OF SLAVERY IN AMERICA.

### AN ODE TO ABRAHAM LINCOLN,

President of the United States, who, by a Proclamation, dated September 22, 1862, announced his intention of setting the slaves free, and who carried out his purpose by a second Proclamation, dated January 1, 1863.

<b>dir'-est</b> , most serious	<b>drag'-on</b> , <i>i.e.</i> the spirit of Slavery
<b>ban</b> , curse	<b>writh'-ed</b> , moved about in agony
<b>yearn'-ed</b> , eagerly desired	<b>pol'-i-cy</b> , plan of action
<b>vo'-ta-ries</b> , followers	<b>track</b> , road

1. Now, who has done the greatest deed

Which History has ever known?

And who in Freedom's direst need

Became her bravest champion?

Who a whole continent set free ?

Who killed the curse and broke the ban,  
Which made a lie of liberty ?—

You, Father Abraham—you're the man !

2. The deed is done ! Millions have yearned

To see the spear of Freedom cast.

The dragon roared, and writhed, and turned :

You've smote him full and true at last.

O Great and True ! *you* do not know—

You cannot tell—you cannot feel

How far through time your name must go,

Honoured by all men, high or low,

Wherever Freedom's votaries kneel.

3. This wide world talks in many a tongue—

This world boasts many a noble state ;

In all your praises will be sung—

In all the great will call you great.

Freedom ! where'er that word is known—

On silent shore, by sounding sea,

'Mid millions, or in deserts lone—

Your noble name shall ever be.

4. The word is out, the deed is done,

The spear is cast, dread no delay ;

When such a steed is fairly gone,

Fate never fails to find a way.

Hurrah ! hurrah ! the track is clear,

We know your policy and plan ;

We'll stand by you through every year ;

Now, Father Abraham, you're our man !

Pronounce and Spell—

free'-dom	yearn'-ed	hur'-rah	con'-ti-nent
hon'-our-ed	mil'-lions	writh'-ed	cham'-pi-on
lib'-er-ty	pol'-i-cy	A'-bra-ham	his'-to-ry



## LESSON LXIX.

## CORAL ISLANDS.

**stud'-ded**, ornamented**cel'-lu-lar**, formed of cells, like  
beeswax**se-cret'-ing**, collecting**ma-rine'**, belonging to the sea**per-pen-dic'-u-lar**, upright**la-goön'**, a lake**mi-nute'**, very small

1. There are few objects more curious or more interesting, when carefully studied, than the peculiar and narrow kind of rocks with which some parts of the ocean are studded, and which stretch out to a considerable length, forming what are called coral reefs and coral islands. They are produced by innumerable small insects, which unite to form a common stony cellular substance, called coral, in the minute cavities of which they live.

2. These little creatures have the power of secreting lime from the waters of the ocean, and of thus rearing a rocky structure in the warmer latitudes of the sea, which is found extending for hundreds of miles, of vast thickness. The coral reefs, being subject to the influence of the waves and breakers, are not merely narrow ledges of beautiful corals, but banks or barriers of limestone, having sand, shells, sponge, and other marine remains mixed with them. These often form a surface above the water sufficient to sustain scanty vegetable life.

3. The winds and waves collect these corals in large banks, and in the course of ages they rise and form islands. In time the surface becomes black soil, formed of sand and decayed vegetable matter. Gradually seeds of trees, grass, and other plants, cast up by the waves, find a soil upon which they rapidly grow. With these come small animals such as lizards and insects; sea birds follow and nestle there; stray land birds find a home in the bushes, and after some years man settles and builds on the fruitful soil.

4. The coral islands are generally flat, long, and narrow, and extend in their greatest length from north to south, because nearly all the winds between the tropics blow either from the east or the west. The sides of these islands frequently resemble a perpendicular wall, and the sea, at a short distance from them, is exceedingly deep.

5. The most singular form of reef is, perhaps, that to which the name lagoon islands, or atolls, has been given. These are really low circular groups of coral island, and are found in the Pacific and other oceans.

6. There are three varieties of coral—red, white, and black; but that with which people are best acquainted, is the red coral, of which necklaces, ornaments, and playthings are made.

Pronounce and Spell—

pe-cu'-li-ar	ex-tend'-ing	in-nu'-mer-a-ble
con-sid'-er-a-ble	suf-fi'-cient	ex-ceed'-ing-ly
cav'-i-ties	grad'-u-al-ly	va-ri'-e-ties
lat'-i-tudes	fre'-quent-ly	ac-quaint'-ed

QUESTIONS.—What are coral reefs? How are they produced? What do the little insects secrete? What does a coral reef resemble? What things are found mixed with the rock? What does the surface become after a time? What grows first on it? What creatures first live on them? Of what shape are coral islands? What do their sides resemble? Which is the most curious form of reef? What name is given to them? Name the varieties of coral. Which kind is best known? What articles are made of this kind?





## LESSON LXX.

## OUR FRENCH NEIGHBOURS.

**com-par'a-tive**, in great degree  
**in-tel'li-gent**, sharp, clever

**sculp'-ture**, stone carving  
**ar'-ti-zans**, workmen

1. France is a large country lying on the west of the Continent of Europe, and separated from our own by the narrow Straits of Dover and the English Channel. Though so near together, the mass of the people of both lands are comparative strangers, and know little of each other's manners and customs.



2. The French people are, on the whole, an intelligent, clever, active, and brave race. They are very polite and good-natured to foreigners. There is nothing rough and vulgar in their manners or dealings with one another; indeed, they are, on the contrary, rather exact and particular in what they do, and have refined taste.

3. In their various trades and manufactures they are very skilful workmen, and the greater part of their goods are very beautiful. All kinds of fancy articles are made and sold in their shops, as valuable silks of the most lovely colours, ribbons, lace, artificial flowers, hats and bonnets, gloves, boots and shoes, and toys of every description.

4. Some of the men do not devote themselves to their business as much as they might, but allow the women to make the goods and keep their shops, while they spend a great portion of time in their coffee-houses, or in walking about their streets and parks and gardens. Large numbers of workmen are employed in iron, glass, silk, and other factories, as well as in their vineyards.

5. The French are very fond of dress, and of anything which is gay and showy, and they make much of holiday seasons. All kinds of musical instruments are made in France, and at their feasts and parties music and singing may always be heard.

6. *Silk* weaving, tapestry, carving, and sculpture

have been much practised and brought to a high state of perfection by some of their artizans. Of the costly articles manufactured, some of the most delicate and expensive are their clocks, watches, and jewellery, made of gold, silver, and precious stones.

7. The French people are generally smaller than the English, but they are quick and shrewd. Nearly all the young men in France are compelled to join the army for a time, so that many of them become fond of the service, and there are numbers of soldiers. There are good schools in most towns, and education generally receives attention by the nation.

Pronounce and Spell—

sep'-a-rat-ed	man-u-fac'-tures	prac'-tis-ed
par-tic'-u-lar	em-ploy'-ed	per-fect'-ion
skil'-ful	mu-si'-cians	in'-stru-ments
val'-u-a-ble	tap'-es-try	fre'-quent-ly
de-scrip'-tion	ex-pen'-sive	ed-u-ca'-tion

QUESTIONS.—Who are the French? What separates France from England? What kind of people are the French? What kind of workmen are they? Name some articles which they make. How do they spend some of their time? What factories are there in France? What fruits grow in vineyards? What are the French fond of? What kinds of musical instruments do they make? Name some very valuable articles which they make. What sort of schools have they?

## LESSON LXXI.

## ASPIRATIONS OF YOUTH.

**as-pi-ra'-tions**, longings for something  
higher

**di'-a-dems**, a wreath of jewels

**su-per'-nal**, heavenly  
**delve**, dig

**gems**, precious stones

1. Higher, higher, will we climb  
Up the hill of glory,  
That our names may live through time  
In our country's story.  
Happy, when her welfare calls,  
He who conquers, he who falls !
2. Deeper, deeper, let us toil  
In the mines of knowledge ;  
Nature's wealth and learning's spoil  
Win from school and college ;  
Delve we there for richer gems  
Than the stars of diadems.
3. Onward, onward, will we press  
Through the path of duty ;  
Virtue is true happiness,  
Excellence true beauty.  
Minds are of supernal birth,  
Let us make a heaven on earth.
4. Closer, closer, then, we knit  
Hearts and hands together,  
Where our fireside comforts sit  
In the wildest weather ;  
Oh, they wander wide who roam,  
For the joys of life, from home !

5. Nearer, dearer bands of love  
 Draw our souls in union,  
 To our Father's house above,  
 To the saints' communion ;  
 Thither every hope ascend,  
 There may all our labours end.

*James Montgomery, 1771-1854.*

Pronounce and Spell—

wel'-fare	know'-ledge	thith'-er	di'-a-dem
un'-i-on	con'-quers	col'-lege	as-cend'
ex'-cel-lence	com-mu'-nion	la'-bours	to-geth'-er

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LESSON LXXII.

CAPTAIN SPEKE'S VISIT TO AN  
 AFRICAN KING.

wrist'-lets, bands round the wrists	charms, supposed to drive away evil spirits
pre-ten'-sions, supposed to be very clever	par-ti'-tion-ed, divided into a separate part

1. The following account of a visit paid in 1861 to the King of an African tribe by Captain Speke, a renowned African explorer, and discoverer of the long-sought source of the Nile, will be interesting. The tribe visited by Speke dwell near the Lake Victoria Nyanza, just south of the Equator. It is from this Lake that the River Nile issues at the "Ripon Falls."

2. "To do honour to the King of this charming land," says Captain Speke, "I ordered my men to put down their loads and fire a volley. This was no

sooner done than, as we went to the gate of what must be called his palace, we received an invitation to come in at once, for the King wished to see us before attending to any thing else.

3. "As we entered, we saw the King and his brother sitting cross-legged on the floor, both of them men of noble appearance and size. The King was plainly dressed in an Arab's black loose garment, and wore for ornament dress stockings of rich-coloured beads, and neatly-worked wristlets of copper. His brother, being a doctor of very high pretensions, in addition to a cloth wrapped round him, was covered with charms. At their sides lay huge pipes of black clay. Behind them, some six or seven lads, sons of the King, squatted in silence. They wore leather coverings round their body, and little dream-charms tied under their chin.

4. "The King shook hands in true English style, and, after begging us to be seated on the ground, he wished to know what we thought of his country, as he believed his mountains were the finest in the world, and did we not admire his Lake?

5. "He generously gave us permission to choose a place for a residence, in or out of his palace. We preferred camping outside. One of the young princes was ordered to be in attendance upon us. Happening to see me sit on an iron chair, he *rushed* back to his father to inform him of the fact,



and a summons was soon sent to me to go to the palace to show off the white man sitting on his throne; for of course I could only be, as all of them called me, a king of great dignity, to indulge in such state.

6. "On the following morning I took my pistol-revolver to show to the King. It made a most surprising impression upon him, as he had never seen such a thing in his life. I begged him to accept it. He conducted us to his private hut, which surprised me by the neatness with which it was kept. The roof was supported by numerous clean poles, to which he had fastened a large number of spears of excellent workmanship, with brass heads and iron handles. Part of the room was partitioned off by a large standing screen of fine straw-plaited work, in elegant devices.

7. "Shortly afterwards the King and his brother paid us a visit, and were very much amused by sitting in our chairs. I then visited another brother of the King's. I was anxious to find out for myself the truth of what I had learned, that the wives of the King and Princes were so immensely fat, that they could not stand upright. There was no mistake about it. I found the Prince sitting with his wife on a bench of earth strewed over with grass in his hut: in front of them were placed numerous wooden pots of milk, while around them a large collection of bows and spears were hanging.

8. "I was struck with no small surprise at the way

he received me, as well as with the extraordinary dimensions, yet pleasing beauty, of his enormously fat wife. She could not rise. Then in came their children, all models of the type of beauty of that district, and as polite in their manners as thoroughbred gentlemen. The milk pots were used as the means of fattening their wives, who from early youth kept these pots to their mouth, to prepare them for their future high station.

9. "I gave the King and his brothers some presents, and amongst them a coat, and some scarlet cloth. The King was delighted with them, and promised to do all in his power to help us on our journey."

[Adapted, by permission, from Speke's *Journal of the Discovery of the Nile*.]

Pronounce and Spell—

ex-plor'-er	in-vi-ta'-tion	im-pres'-sion
re-ceiv'-ed	ap-pear'-ance	ex'-cel-lent
de-vi'-ces	pre-ten'-sions	e-nor'-mous-ly
in'-ter-est-ing	gen'-er-ous-ly	ex-tra-or'-din-a-ry

QUESTIONS.—Who was Captain Speke? When did he pay a visit to an African King? Can you describe in what part of Africa this King lived? Describe the appearance and dress of this King. How did he receive Captain Speke? What happened when Captain Speke sat in his chair? What article made a very strong impression on the King? Describe the King's private hut. Why did Captain Speke visit a brother of the King's? Describe this visit.





## LESSON LXXIII.

## TAHITI.

<b>be-wil'-der-ing</b> , confusing	<b>oc'-cu-pants</b> , persons dwelling there
<b>un-fa-mil'-iar</b> , strange	<b>par-ti'-tion-ed</b> , divided
<b>ver'-dure</b> , greenness	<b>mar'-vel-lous</b> , very wonderful
<b>av'-e-nue</b> , a long approach	<b>lu'-di-crous</b> , amusing

1. Tahiti, formerly written Otaheite, is the largest of the Society Islands in the South Pacific Ocean. The chief town is Papiete, which has a grand harbour. These islands were first made known to Europe by Captain Cook in 1769. In 1844 the island of Tahiti was seized by the French, and placed under their protection. The following account of the island is taken from Lady Brassey's interesting book, "A Voyage in the Sunbeam."\* She visited it in December, 1876.

2. "The anchor was dropped in the harbour of Papiete at nine o'clock, and a couple of hours later we went ashore, and at once found ourselves in the midst of a fairy-like scene, to describe which is almost impossible, so bewildering is it in the brightness and variety of its colouring.

3. "The splendid foliage, with yellow and scarlet flowers overshadowing the water, the velvety turf, on to which one steps from the boat, the white road running between rows of wooden houses, whose little gardens are a mass of flowers, the men and women clad in the gayest robes and decked with flowers, the piles of unfamiliar fruit lying on

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the grass, waiting to be transported to the coasting vessels in the harbour, the wide-spreading background of hills clad in verdure to their summits; these are but a few of the objects which greet the new-comer in his first contact with the shore.



4. "Every street in Papiete is shaded by an avenue of high trees, whose branches meet and interlace overhead, forming a sort of leafy tunnel, through which the sea breezes pass refreshingly.

There is also what is called the Chinamen's quarter, through which we walked, and which consists of a collection of regular Chinese-built bamboo houses, whose occupants all wore their national costume pig-tail included.

5. "On the following day, we landed at a quarter to five in the morning in order to see the market, as it was market-day. The natives come in from the country and surrounding villages, by sea and by land, in boats or on horseback, to sell their produce and buy necessities for the following week. We walked through the shady streets to the two covered market buildings, partitioned across with great bunches of oranges, plantains, and many coloured vegetables, hung on strings.

6. "The mats, beds, and pillows still lying about suggested the idea that the salesmen and women had passed the night amongst their wares. The gaily-attired, good-looking, flower-decorated crowd of some seven or eight hundred people, all chatting and laughing, and some staring at us—but not rudely—looked much more like a chorus of opera singers, dressed for their parts in some grand spectacle, than ordinary peasants going to market.

7. "Whichever way one turned, the prospect was an animated and attractive one. Amid trees and fruit of marvellous beauty and tempting sweetness, bargains were eagerly carried on. Every one who had something to sell, however small, carried his *stock-in-trade* on a bamboo pole across his shoulder,

Sometimes the effect was ludicrous, as when the thin light pole supported a tiny fish at one end and two mangoes at the other.

8. "Everybody seemed to have brought to market just what he or she happened to have on hand, however small the quantity. The women would have one, two, or three new-laid eggs in a leaf basket, one crab or lobster, three or four prawns, or one little trout. Under these circumstances, marketing for so large a party as ours was a somewhat lengthy operation.

9. "I went ashore again to fetch some of the fresh-gathered fruit, and we soon had a feast of delicious pineapples, juicy mangoes, bananas, and oranges, with the dew still upon them. The mango is certainly the king of fruit. Its flavour is a combination of apricot and pineapple, with the slightest possible suspicion of turpentine thrown in. I daresay it sounds a strange mixture, but I can only say that the result is delicious. Truly Tahiti is a lovely place, and one never to be forgotten."

Pronounce and Spell—

va-ri'-e-ty	ne'-ces-sa-ries	o-ver-shad'-ow-ing
fo'-li-age	at-tir'-ed	trans-port'-ed
vil'-lage	cir'-cum-stan-ces	sur-round'-ing
quan'-ti-ty	com-bi-na'-tion	veg'-e-ta-bles

QUESTIONS.—What was the older name of Tahiti? To what group of islands does it belong? Give the name of the chief town. When and by whom was it made known to Europeans? When did

the French seize the island? When did Lady Brassey visit the island? Describe her first impressions. Describe the streets in Papiete. Describe the Chinamen's quarter. Describe the market buildings at Papiete. Give an account of a market-day. What is a mango?

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 LESSON LXXIV.

## S E R V I N G .

<b>im-pel'-led</b> , urged forward	<b>spur</b> , to incite
<b>sphere</b> , round of work	<b>de-sert'</b> , reward
<b>stunt'-ed</b> , hindered in growth	<b>av-o-ca'-tion</b> , business

Art thou a servant? Be thy master's best.  
 Serve him not only with thy hand, but heart.  
 His eye is on thee when thou thinkest not,  
 And if not his, Another's. Self-impelled,  
 Make still his interest thy chief care, nor need  
 His eye to spur thee to thy duteous toil.  
 Sigh not for higher place or wider sphere,  
 But wait submissive till promotion come :  
 Deserve it, and then leave results to God.  
 Station still waiteth for desert, the best  
 Will in the end be greatest. Trust in Him  
 Who calls us first to serve before we rule,  
 And makes obedience the first step to place.  
 Think less on thy condition than thyself,  
 For never was his occupation mean  
 Who did the duties of it with all his might,  
 Accepting it as the wise choice of Heaven,  
 Without a murmur.

Dream not, then, but choose  
 (If not already chosen), and at once,  
 Thy business or profession ; time's swift tide  
*Fast ebbs*, and waits for none. Without delay  
*Consult thy tastes, thy interest, and thy friends ;*

Choosing the active rather, lest thy powers  
 Stunted and dwarfed for lack of exercise,  
 Thou miss thy full development. Alas,  
 What an unsalted dish at best is life  
 Without an avocation! Th' unskilled  
 Is useless as an old unlimbered gun.  
 He who would wear earth's laurels scarce should be  
 Lacking in capability. To learn  
 Thy business thoroughly, and so bring to it,  
 As it is honourable, no dishonour,—  
 Be this thy aim and study.

Pronounce and Spell—

du'-te-ous	dis-hon'-our	o-be'-di-ence	pro-fes'-sion
choos'-ing	sub-mis'-sive	oc-cu-pa'-tion	de-vel'-op-ment
lau'-rels	pro-mo'-tion	bus'-i-ness	hon'-our-a-ble

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LESSON LXXV.

LIFE ON THE PAMPAS.—PART I.

ver'-dure, greenness	sol'-ita-ry, lonely
bar'-ri-er, protection	prai'-ries, large meadows
Sun'-beam, the name of the yacht	ex-panse', large open space
un'-du-la-ting, waving up and down	mo-rass'-es, swampy ground
	gal'-lant-ly, bravely
	ve-ran'-dah, a covered way

1. The *Pampas* are the vast treeless plains that form almost the whole of the Argentine Republic and part of Paraguay in South America. During a larger part of the year they are covered with verdure. In some parts huge thistles, eight or ten feet high, are found, which serve as a hiding-place for robbers, or a barrier against the Indians. During the summer this verdure is dried up.

Violent winds, called *Pamperos*, sometimes accompanied by terrific thunder and lightning, blow across the Pampas, and bring up so much sand as to darken the sun at mid-day.

2. The inhabitants, called *Gauchos*, are almost always on horseback. They are exceedingly skilful in the use of the *lasso*, which is a leather thong, twenty or thirty feet long, with a running noose at one end. This noose, the Gaucho, riding at full speed, throws round the horns or the neck of the animal he is pursuing, and thus masters it.

3. The following account of the mode of life on these Pampas is taken\* from Lady Brassey's interesting account of her voyage in the "Sunbeam":—"There were but a few leagues of cultivated ground to be passed before we reached the broad, undulating, solitary Pampas, where for some time the only visible signs of life were to be found in the *Teru-teru* birds (a sort of plover), who shrieked frightfully as we disturbed their repose; the partridges, some prairie fowls, a great many hawks of all sizes, and the pretty little *uydah* birds, with their two immense tail feathers, four times the length of their bodies.

4. "The first glimpse of the far-spreading prairie was most striking in all its variations of colour. The true shade of the Pampas grass, when long, is a light dusty green; when short, it is a bright fresh green. But it frequently happens

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that, owing to the numerous prairie-fires, nothing is to be seen but a vast expanse of black charred ground, here and there relieved by a few patches of vivid green, when the grass is once more springing up under the influence of the rain.



5. "The road, or rather track, was in a bad condition, owing to the recent wet weather, and on each side of the five small rivers, which we had to ford, there were deep morasses, through which



we had to struggle as best we could, with the mud up to our axletrees. Just before arriving at the point where the stream had to be crossed, the horses were urged on at a gallop, which they gallantly maintained until the other side was reached.

6. "Then we stopped to breathe the horses and to repair damages, generally finding that a trace had given way, or that some other part of the harness had shown signs of weakness. Once we were delayed for some time by the breaking of the splinter-bar, and the repairing of it proved a troublesome matter; indeed, I do not know how we should have managed it if we had not met a native lad who sold us his long lasso to bind the pieces together with.

7. "It was a lucky meeting for us, as he was the only human being we saw during the whole of our drive of thirty miles, except the man who brought us a change of horses, half-way. Herds of miserable-looking, half-starved cattle were also to be seen, the cows very little larger than their calves, and all covered with the same rough shaggy coats. The pasture is not fine enough in this part to carry sheep, but deer are frequently met with.

8. "A little later we again began to approach cultivated land, and a mile or two further brought us to a broad road, with high palings on either side, down which we drove, and through the yard, to the door of a dwelling. The house is a one-story building, one room wide, with a verandah in

front and at the back, one side of which faces the yard, the other a well-kept garden, full of violets and other spring flowers, and roses just coming into bloom.

9. "There are several smaller detached buildings, in which the sleeping apartments are situated, and which are also provided with verandahs and barred windows. Having visited the various rooms, in company with our hosts, we sat down to a rough but substantial breakfast, to which full justice was done. It must be remembered that we started on our expedition at half-past six in the morning."

Pronounce and Spell—

cov'-er-ed	ex-pe-di'-tion	sub-stan'-tial
ter-rif'-ic	de-tach'-ed	cul'-ti-vat-ed
dam'-a-ges	pro-vid'-ed	re-pair'-ing
gen'-er-al-ly	in-hab'-it-ants	ac-com'-pan-ied

QUESTIONS.—Describe the Pampas. Where are they to be found? Give the name of the winds that blow across them. What remarkable effect do they produce? What are the inhabitants called? Where are they generally to be found? What are they very skilful in the use of? Describe a lasso. What is it used for? What kind of birds were roused up by our approach? Why was the first glimpse of the Pampas very striking? How were the rivers crossed? Explain the lucky meeting on the journey. Describe the cows. Describe the house the party reached.



## LESSON LXXVI.

## LIFE ON THE PAMPAS.—PART II.

<b>pro-pri'e-tor</b> , the owner	<b>roads</b> , where ships can ride at anchor safely
<b>con-ceiv'a-ble</b> , anything you can think of	<b>trans-ship'-ment</b> , moving from one vessel to another
<b>men'-di-can-cy</b> , reduced to beggary	<b>cer-tif'-i-cate</b> , written proof
<b>Bue'-nos Ayres</b> , chief city in the Argentine Republic	<b>las'-so</b> , a rope with a running noose

1. "The proprietor of this farmhouse has the best horses in this part of the country, and has taken great pains to improve their breed, as well as that of the cattle and sheep, by importing thoroughbreds from England. Neither natives nor settlers here think of riding mares, and it is considered quite a disgrace to do so. They are therefore either allowed to run wild in troops, or are used to trample out corn, or to make mud for bricks.

2. "They are also frequently killed and boiled down for the sake of their hides and tallow, the value of which does not amount to more than about ten shillings per head. Large herds of them are met with at this time of the year on the Pampas, attended by a few horses, and accompanied by their foals.

3. "The natives pass their lives in the saddle. Horses are used for almost every conceivable employment, from hunting and fishing to brick-making and butter-churning. Even the very *beggars* ride about on horseback. I have seen

a photograph of one, with a police certificate of mendicancy hanging round his neck, taken from



life. Every domestic servant has his or her own horse, as a matter of course.

4. "In fishing, the horse is ridden into the water as far as he can go, and the net or rod is then made use of by his rider. At Buenos Ayres I have seen the poor animals all but swimming to the shore, with heavy carts and loads, from the ships anchored in the inner roads; for the water is so shallow that only very small boats can go alongside the vessels, and the cargo is therefore transferred directly to the carts, to save the trouble and expense of transshipment.

5. "In out-of-the-way places on the Pampas, where no churns exist, butter is made by putting milk into a goatskin bag, attached by a long lasso to the saddle of a servant-man, who is then set to gallop a certain number of miles, with the bag bumping and jumping along the ground after him.

6. "Arrangements had been made for us to see as much of station life as possible during our short visit. Our host had sent a long way across the Pampas for some wild horses, in order that we might have an opportunity of seeing an unbroken colt caught and mounted for the first time. The colt was galloping about at full speed in the very middle of the troop, which were driven into a large enclosure.

7. "His fore legs were cleverly caught in the noose, which instantly brought him down. Another lasso was then thrown over his head, *and drawn* quite tight round his neck, while a

bridle, composed of two or three thongs of raw hide, was pushed into his mouth. A sheepskin saddle was placed on his back, as the man who was to ride him was standing over him, with one foot already in the stirrup.

8. "When the man was ready, the horse's legs were loosened sufficiently to allow him to rise, and he was then led outside the enclosure. The lassoes were suddenly withdrawn, while the horse dashed forward, springing and plunging in every direction, in the vain effort to rid himself of his strange load.

9. "The man remained planted like a rock in the saddle, pulling hard at the bridle, while a second horse-breaker, mounted on a tame horse, pursued the wild creature, and made him go in the required direction by means of a whip. After about ten minutes' hard running and plunging, the captive returned to the enclosure, well-nigh exhausted.

10. "In order to complete the process of breaking him in, we were told that it would be necessary to keep him tied up for two or three days, rather short of food, and to repeat daily the operation of saddling, bridling, and mounting, the difficulty being less on each occasion, until at last he would become as quiet as a lamb.

11. "Animal food is so cheap and so good in this country that at every meal four or five dishes of

beef or mutton, dressed in various ways, are provided. In the Camp—as all the country round Buenos Ayres is called—people eat nothing but meat, either fresh or dried, and hardly any flour with it. Very little bread is eaten, and no vegetables; and an attempt is rarely made to cultivate a garden of any sort.”

Pronounce and Spell—

<b>fre'-quent-ly</b>	<b>im-port'-ing</b>	<b>en-clo'-sure</b>
<b>sud'-den-ly</b>	<b>con-sid'-er-ed</b>	<b>gal'-lop-ing</b>
<b>oc-ca'-sion</b>	<b>con-ceiv'-a-ble</b>	<b>an'-chor-ed</b>
<b>cul'-ti-vate</b>	<b>em-ploy'-ment</b>	<b>pho'-to-graph</b>

QUESTIONS.—How are the mares used in the Pampas? Where do the natives spend most of their time? Explain the uses to which horses are put. Describe the method of breaking in a wild colt. What kind of food is unusually plentiful here?

#### LESSON LXXVII.

### THE LIGHT OF OTHER DAYS.

<b>stil'-ly</b> , silent	<b>link'-ed</b> , joined
<b>slum'-ber's chain</b> , sleep	<b>ban'-quet hall</b> , a grand room
<b>light</b> , recollection	for dining in
<b>gar'-lands</b> , decorations of flowers	

1. Oft in the stilly night,  
     Ere slumber's chain has bound me,  
 Fond Memory brings the light  
     Of other days around me:  
     The smiles, the tears,  
     Of boyhood's years,  
     The words of love then spoken;

The eyes that shone,  
Now dimmed and gone,  
The cheerful hearts now broken !  
Thus in the stilly night,  
Ere slumber's chain has bound me,  
Sad Memory brings the light  
Of other days around me.

2. When I remember all  
The friends so linked together,  
I've seen around me fall  
Like leaves in wintry weather  
I feel like one  
Who treads alone  
Some banquet-hall deserted,  
Whose lights are fled,  
Whose garlands dead,  
And all but he departed !  
Thus in the stilly night,  
Ere slumber's chain has bound me,  
Sad Memory brings the light  
Of other days around me.

*Thomas Moore.*

Pronounce and Spell—

**mem'-o-ry**

**cheer'-ful**

**spok'-en**

**weath'-er**

**a-round'**

**to-geth'-er**

**de-sert'-ed**

**de-part'-ed**

**re-mem'-ber**





## LESSON LXXVIII.

## THE BISCACHA AND THE OWL.

**can'-tious-ly**, carefully**so'-cia-ble**, friendly**Prai'-ries**, name given to the great  
central plains of North America**at-tach'-ment**, feeling of  
affection**in-trud'-er**, going where  
he is not wanted

1. The name of the little creature, Biscacha, will probable be strange. It is the name of a small animal something like a rabbit with the ears of a cat, and is only found on the Pampas or large treeless plains of South America. It is generally about eighteen inches or two feet long, with a bushy tail, which measures from six to eight inches.

2. These creatures usually live together in large numbers. They dig for themselves very extensive burrows, with a number of passages leading down to several chambers, where they live together in large family parties of eight or ten. They like to form these burrows near woods and cultivated fields.

3. During most of the day they remain within their burrows, and in the twilight they come forth very cautiously, one by one, until a large and happy party are seen sporting near the mouth of their holes. Then, when all is quiet, they roam in search of their food, which consists of grass and other herbage, of roots, and sometimes of the bark of trees and shrubs. These active little creatures often do much damage to cultivated fields.

4. With activity they seem to combine prudence. *While feeding*, one or two of the party are always

on the watch, and on the first alarm, away they run to their holes, with their tails elevated, and shelter themselves in their burrows. They are fond of dragging all sorts of hard objects to the mouth of their burrows, such as bones, stones, thistle-stalks, until they form a heap large enough to fill a wheelbarrow.

5. The story is told of a gentleman who dropped his watch, when riding on a dark night. On the following morning he returned to the place, and by searching the neighbourhood of every biscacha hole in the district, at last he found his watch, as he expected. The reason why they should thus heap up such useless things has never yet been discovered.

6. These sociable creatures have a very firm friend among the birds. The burrowing owl, which is the constant companion of the prairie-dogs in North America, is often found living in the burrows of the biscacha. Some who have studied the habits of the biscacha, tell us that the owl is a very unwelcome intruder, and that its unclean habits cause the biscachas to leave their home and form a new one.

7. Lady Brassey, in her "Voyage in the Sun-beam," tells a story which seems to prove that the bird lives in friendship with the animals, and that a very strong attachment springs up between them. "As we were riding along," she says, "the dogs found and killed a biscacha in a bank. Just as

one of our company had pulled it out, and laid it dead on the ground, its little companion owl arrived, and appeared to be in the most dreadful state of mind.

8. "It shrieked and cried, as it hovered over us, and finally selected a small white fox-terrier, who, I think, really had been principally concerned in the death, as the object of its vengeance. It pounced down upon the dog's head, and gave him two or three good pecks, at the same time flapping its wings violently.

9. "The other dogs drove it off; but more than half an hour afterwards, while we were looking at some horses, nearly a mile from the spot, the plucky little owl returned to the charge, and again swooped down upon the same dog, with a dismal cry, and gave him a sharp peck. Altogether it was a striking and interesting proof of the attachment existing between these curious birds and beasts, as the object of the owl was clearly to avenge the death of its friend."

Pronounce and Spell—

meas'-ures	pru'-dence	cul-ti-va'-ted	bur-row'-ing
pas'-sa-ges	se-lect'-ed	neigh'-bour-hood	in'-ter-est-ing
com-bine'	ex-ist'-ing	at-tach'-ment	ven'-geance

QUESTIONS.—What is a biscacha? Where is it found? Give its length. Describe their burrows. When do they come out? What do they feed upon? Give a proof of their prudence. What peculiar habits have they? Give the story of the gentleman's watch. What friend have they among the birds? What story does *Lady Brassey* tell us? What does this story show?



## LESSON LXXIX.

## THE LARK AND THE NIGHTINGALE.

blithe, happy  
 mel'-an-chol-y, sad  
 soars, rises  
 trill'-ing, singing with a  
 shaking voice

thrill'-ing, quivering  
 ever and anon, again and again  
 lav'-ish, plentiful  
 jol'-ly, happy

1. 'Tis sweet to hear the merry lark,  
 That bids a blithe good-morrow ;  
 But sweeter to hark, in the twinkling dark,  
 To the soothing song of sorrow.

O Nightingale! what doth her ail?  
 And is she sad, or jolly?  
 For ne'er on earth was sound of mirth  
 So like to melancholy.

2. The merry lark, he soars on high,  
 No worldly thought o'ertakes him;  
 He sings aloud to the clear blue sky,  
 And the daylight that awakes him.  
 As sweet a lay, as loud, as gay,  
 The nightingale is trilling;  
 With feeling bliss, no less than his,  
 Her little heart is thrilling.

3. Yet ever and anon, a sigh  
 Peers through her lavish mirth;  
 For the lark's bold song is of the sky,  
 And hers is of the earth.  
 By day and night she tunes her lay,  
 To drive away all sorrow;  
 For bliss, alas! to-night must pass,  
 And woe may come to-morrow.

*Hartley Coleridge.*

Pronounce and Spell—

sweet'-er  
 sor'-row  
 day'-light

sooth'-ing  
 feel'-ing  
 o-ver-takes'

world'-ly  
 twink'-ling  
 night'-in-gale





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